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ABSTRACT

This elementary reading curriculum guide is designed to provide a well-rounded program of reading instruction and includes the following components: a philosophy of elementary education, behavioral objectives, and characteristics of children of age 5 through age 15. The bulk of the document consists of plans which describe appropriate activities and materials for specific skill development, both for readiness level and for levels one through six. A bibliography of books, games, and workbooks is included. (LL)

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ELEMENTARY READING GUIDE, LEVEL 1 - 6

Caverna Independent School District

1970-71

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CS 003 332

FOREWORD

This elementary reading guide has been prepared and placed in the hands of its readers as a guideline to be used in teaching children to read according to their individual potential for learning.

No attempt has been made to prescribe the method of instruction, rather the emphasis is being placed on individual needs and the interest of each child.

The guide has been prepared for the following purposes: aiding in interpreting the reading program to personnel; indentifying reading skills to be taught at each level; providing continuity and sequence in the development of reading skills; giving teachers helpful suggestions or ideas for teaching activities which will develope reading skills; and aiding in evaluation of pupil's growth on each level of achievement.

These features combined with lists of reference materials, check lists of reading skills, scope, sequence, and teaching techniques should enable each teacher to plan and execute a program designed to increase the reading ability of each child participating in the program.

The over-all objectives of this guide are to help provide a well rounded program of reading instruction. The frequent use of this guide by all of our elementary teachers will be an invaluable tool for accomplishing our goals.

ACKNOWLEDGEMENT

Sincere appreciation is extended to our elementary teachers who have labored tirelessly without extra renumeration to make this reading guide possible. Their professional commitment to the improvement of reading instruction has been genuinely demonstrated.

A special thanks to the members of the E.P.D. Team members which include Nancy Broome, Odessa Harmon, Doris Ramsey, and team manager Albert Ferrell. Without their hard work and dedication; the success of this project would have been impossible.

Grateful acknowledgements are extended to Mrs. Betty L. Smith, our consultant, who rendered valuable assistance; Mrs. Brenda Watkins, Mrs. Leona Zwakenberg, Mrs. Frances Houk, and Mrs. Eleanor Vance, typists; and Tony Hester, artist.

The funds made possible by ESEA, Title III, Region II of our Commonwealth and the Staff Assistants of the Title III office are acknowledged.

Ralph C. Dorsey

Ralph C. Dorsey, Superintendent
Caverna Independent School District

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INTRODUCTION

In the fall of 1969 the Caverna Elementary faculty, administrators, and E.P.D. Team were involved in assessing the immediate needs of our elementary curriculum. This was done by workshops, questionaires, and discussions. The results of the questionaires indicated and underlying need for curriculum development in the area of reading.

Both teachers and administrators felt that such an instrument would be of significant benefit to both new teachers and our experienced teachers in our school system.

It is assumed that a reading curriculum guide would up-date the curriculum plans and perhaps include some inovations in the teaching methods and techniques, and thus bring about an improvement in the instructional program.

PHILOSOPHY OF EDUCATION OF THE CAVERNA ELEMENTARY SCHOOL

The philosophy of the Caverna Elementary School must constantly be reevaluated to meet the demands of an everchanging society. All persons should be prepared to accept change and to meet unknown challenges by develop-basic principles of education upon which intellectual judgement may be based.

The school has the responsibility for serving the nation by developing citizens who function effectively in a democracy and who understand and appreciate their national heritage. The following principles are essential.

Each student should be considered as an individual and studied in depth in such a way that his dignity will be respected.

Each student should be able to achieve according to his own pattern and rate of growth with provision being made for maximum opportunity for learning.

Each student should be encouraged to develop self-discipline and self-control in such a way that he will be prepared to adjust to life and to make a contribution to society.

Each student should be provided the experience and environment that will meet most adequately his mental, moral, physical, emotional, and aesthetic needs.

Each student should be encouraged to set goals for himself that provide for flexiblem and continuous growth.

BEHAVIORAL OBJECTIVES

1. The school will display a learning climate in which the children will readily learn the basic reading skills as measured by administrative opinion.
2. The student will respond positively to the instructional program so as to improve in self-concepts as measured by a student self-report.
3. The school will display organization for an instrucational program that meets the individual needs according to his own pattern and rate of growth as measured by standardized tests and teacher opinions.
4. The school will display value for the child to preceed with independent learning as measured by teacher observations.
5. The school will display freedom from pressure upon the child to complete a specific amount of work within a specified period of time as measured by teacher observations.
6. The school will display value for materials and learning experiences whick will permit each child to perceive, react, comprehend, and integrate into his behavior new concepts and ideas as measured by standardized test scores.
7. The school will display flexible learning situations which will provide for the wide range of individual difference among children as measured by teacher opinion.

CHARACTERISTICS OF CHILDREN

	FIVE YEARS OF AGE	SIX YEARS OF AGE
ACTION	Is constantly active; works in short bursts of energy	Is restive and overactive
GROWTH	Enters period of slow growth (boy growing more slowly than girl) Develops large muscles to a greater degree than small muscles Is farsighted	Has incomplete muscular coordination especially between eyes and hands
BEHAVIOR	Tires easily but protests rest Loses poise under tension Is highly competitive, boastful and self-assertive Vents spite on possessions of those he blames Tattles	Is self-assertive Shows agressiveness Criticizes freely
NEEDS	Requires ten or twelve hours of sleep Should have adult support Thrives in relaxed atmosphere Should have supervision Profits from experience with manipulative materials.	Should have understanding, affection, and praise from adults Responds best in warm, friendly atmosphere

THINKING	Is curious and eager for facts Can solve problems related to past experiences	Thinks better while active Works best while using objects
LEARNING	Reads pictures and tells stories Develops time-space concepts slowly Has vocabulary of 2,000 words Has memory	Is eager to learn Asks questions which deal mostly with what rather than why Has no clear concept of time and distance
SOCIAL TENDENCIES	Likes repeating same activity Is changeable in choice of comparisons Enjoys playing alone in make-believe	Likes friends, but shifts his affections frequently Plays more easily with one child than with two
INTERESTS	Has short interest span Confuses truth with imagination Enjoys active games	Likes dramatic play Is concerned most about immediate environment
WANTS	Desires to do what is expected of him Likes to be near his mother Prefers familiar things Craves adult approval	Insists on having his way Likes to be first

CHARACTERISTICS OF CHILDREN

x

	SEVEN YEARS OF AGE	EIGHT YEARS OF AGE
ACTION	Is full of energy but tires easily	Has more self=control
GROWTH	Shows increase in motor skills involving small muscles Shows lack of readiness for prolonged work involving eyes	Shows definite improvement in coordination of eye and hand Is inclined to awkwardness on account of rapid body changes
BEHAVIOR	Defends self and friends against unfairness Shows developing competitiveness	Shows confidence, but is sensitive to failure
NEEDS	Feels need for encouragement and approval from adults Should have some direction, but is irritated by too much assistance	Should be treated according to his age but not pressured
THINKING	Is beginning to think abstractly	Tends toward realism in his thinking

LEARNING	Has limited attention span Learns better through concrete experiences involving use of hands Can Comprehend a week's work but not longer-range planning	Shows increase in attention span Can take longer units of work, but finds short lessons more satisfying Has developed fuller concept of time and distance Finds comprehension of similarities difficult (plants-animals)
SOCIAL TENDENCIES	Shows increase in ability to cooperate with group and to plan and share ideas Develops friendships without regard to sex	Evidences changes social interests Wants to identify himself with children of his own age and sex Will Work in groups and will abide by decision of group
INTERESTS	Lives in a world of mingled fancy and reality Is at height of love of fanciful and dramatic play	Enjoys making collections Shows great interest in science Shows interest in knowing more about himself
WANTS	Desires to be independent and to grow up Wishes to do his work well	Likes consistency and feels better when directions follow a familiar pattern

CHARACTERISTICS OF CHILDREN

	NINE YEARS OF AGE	TEN YEARS OF AGE
ACTION	Enjoys rough and tumble play (girl less rough but active and loud)	Has difficulty in sitting still for long periods of time Evidences apparent laziness which may be real fatigue
GROWTH	Is able to use eyes without strain when doing close work Shows great improvement in coordination between hand and eye	Grows rapidly Develops awkwardness because of uneven growth
BEHAVIOR	Has become more dependable Shows growing individuality Indulges in much tattling	Possess less independence than is indicated by appearances May show disorganization because of preadolescence
NEEDS	Should be given feeling of security Should be treated as an individual	Is helped by praise for work well done Should be given responsibility
THINKING	Extends curiosity beyond immediate environment Has greatly increased attention span Is growing in ability to think independently	Shows growth in ability to evaluate May show disorganization because of preadolescence

LEARNING	Likes to work in groups Enjoys improving techniques and skills, but may overdo in this area Is ready for a wide variety of reference material	Learns more rapidly if he has a hand in the planning or organization Works better in groups formed on basis of common interests
SOCIAL TENDENCIES	Cooperates more fully with teachers and other adults (girl) Likes clubs of own sex May change friends frequently Shows more boisterousness in social situations (boy)	Regards gang and group as very important Evinces separation of interests of boys and girls
INTERESTS	Shows strong interest in stories of his country, of heroes, and of great men Is developing many individual interests	Shows high interest in team games Shows interest in sex
WANTS	Desires independence Likes less direction Strives for perfection	Desires independence Likes to make decisions Aspires to prestige and success Dislikes being told what to do

CHARACTERISTICS OF CHILDREN

	ELEVEN YEARS OF AGE	TWELVE YEARS OF AGE
ACTION	May experience fatigue caused by having too many interests May appear lazy	Experiences periods of extreme activity interspersed with periods of lounging and sprawling Possesses physical energy (boy more than girl)
GROWTH	Acquires more fully developed muscles Becomes conscious of bodily development (girl)	Grows fast (girl) Experiences most rapid adolescent growth Feels fatigue frequently
BEHAVIOR	Feels happy and self=confident one day and despondent and full of doubts the next Is emotional	Wavers between grown-up and childish behavior Is becoming more reasonable and tolerant Has become more self-confident and self=reliant Shows increase in self-control
NEEDS	Feels need for group approval Has need to be useful and to be accepted Should be given feeling of security	Feels need for admiration, especially from peers
THINKING	Is capable of mental gymnastics Has become more able to think critically and make deductions	Delights in conceptual thinking

LEARNING	Is willing to work hard to gain recognition Desires to learn how to study independently	Demonstrates growing ability to do independent word Is becoming more literate and articulate Is eager for factual learning with arithmetic a favorite subject
SOCIAL TENDENCIES	Is becoming a social being May shift interest from the group to one or two close friends Is more conscious of self-relationship to others	Exhibits enthusiastic, cheerful socialbility Possesses excellent conversational ability
INTERESTS	Respects good sportsmanship Likes keen competition Enjoys after-school activities	Enjoys discussion and debate Performs experiments in science Makes collections Participates in sports in season Participates in group activity
WANTS	Desires prestige in his group Longs for adventure Likes to be able to plan and to be able to accept or reject suggestions	Likes to plan and carry out a project Likes a teacher who knows her subject and has humor and firm discipline

THIREEN YEARS OF AGE

ACTION	Is slow to settle down in class Is anxious for activity	
GROWTH	May develop nearsightedness Grows more slowly (girl)	
BEHAVIOR	Is overconscientious and at times has many worries Withdraws when feeling need to be alone Is sometimes very sensitive to criticism Has gained in self-control	
NEEDS	Feels need for someone in whom to confide Is helped by sympathetic understanding	
THINKING	Is reflective Likes to rationalize Becomes aware of reasoning powers Shows independence of thought	
LEARNING	Besponds to class assignments and discussion Is ready for and capable of acquiring much knowledge Likes to try new things.	
SOCIAL TENDENCIES	Has fewer friends Is friendly but not communicative Has few dates	
INTERESTS	Enjoys sports and hobbies Likes to write stories	
WANTS	Enjoys activity Likes a teacher who inspires respect, who is intelligent, and who maintains discipline	

NOTE:

The Barbe Reading Skills Check List, Readiness Level, which originally appeared on pages XVII - XVIII is protected by copyright and consequently has been deleted by CMC. It can be found in _The Educator's Guide to Personalized Reading_ by Walter Barbe published by Prentice-Hall.

READINESS

The child should be the first thought - accept him as he is! All work, recreation, and activities should be centered around him. He is the hub around which all wheels revolve.

It is our task to see that his primary needs are met and that he is exposed to a variety of readiness materials and experiences so that he might find success.

Children vary greatly in many experiences such as home environment, ability to see and hear clearly, their vocabulary and language ability, and interest in reading.

Some children have already begun to read before entering the first grade; most children are ready to begin reading instruction; some are not ready. It is quite natural, then, they will differ in their responses to printed words.

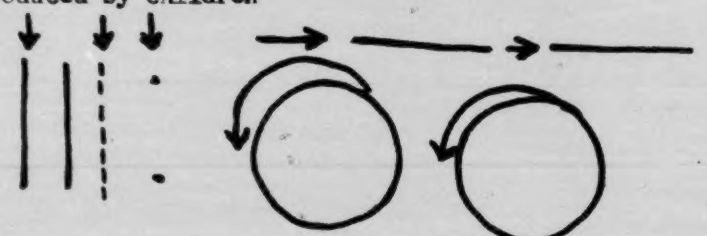
A very important task of the primary teacher is making parents aware of the importance of reading readiness. Parents need to know the great importance of introducing their youngsters to many books at an early age.

Teachers can do much to inform parents, through group meetings and by demonstrations with children. Pamphlets and films are very useful in helping to develop an understanding.

Readiness instruction is the first step in learning to read. The pupil's readiness should be evaluated in accordance with development of the following skills:

(1) The development of satisfactory motor coordination;
(2) Ability to express ideas orally;
(3) Ability to know that printed symbols stand for meanings and that these symbols represent the spoken sounds of words;
(4) Ability to have auditory discrimination - to discriminate likenesses and differences in beginning medial and ending sounds, to discriminate and classify sounds;
(5) To have developed visual discrimination involving likenesses that a satisfactory left to right visual progression can be made;
(6) An ability to attack unfamiliar words by listening for beginning sounds and context clues;
(7) Readiness ability to follow oral directions;
(8) The ability to retain the related details, to listen to the speaker, to use contextual clues in listening.

SKILLS	ACTIVITIES	MATERIALS - REFERENCE - EQUIPMENT
I. Aural Skills 1. Ability to listen to a story.	Read a story to children. Note to see if children are able to sit still and listen. Let children listen to a three or four sentence story. Encourage them to relate the story in proper sequence while discouraging the use of pronouns. Play the "Listening Game." Re-produce various sounds in presence of children -- their heads down and eyes closed. Snap fingers, tap desks, tap foot on floor. Have heads raised and have a child enumerate the sounds heard. Encourage children to listen to various animal sounds on tape. Children may imitate sounds from tape.	Flannel board and story characters Book of stories Tape Recorder
2. Listening for and identifying sounds.	Children record on tape the animal sounds previously heard. This encourages communication.	
II. Visual Skills 1. Left to right progression	Let children hold an object in their right hands. Children affix their eyes on the object and follow it, at arms length from left to right. Expose a picture. Ask the children to describe the contents.	Simple pictures

SKILLS	ACTIVITIES	MATERIALS - REFERENCE - EQUIPMENT
III. Visual motor skills 1. Ability to distinguish shapes and return them to their proper place. 2. Tracing forms and completing figures. 3. Reproducing designs.	Assemble puzzle of simple objects containing geometric shapes, relative to first grade, and other common forms. Example: fruits, toys. Use mimeographed sheets with dotted outlines of familiar objects. Example: animals and toys to be completed. An arrow may be a starting place on the picture. Simple designs on a mimeographed sheet to be reproduced by children 	Puzzles Mimeographed Sheets
IV. Bilateral perceptual motor skills. 1. Large muscle development. 2. Sensory stimuli produced by kinesthetic activities.	Sing the song, "Head, Shoulders, Knees, and Toes," as children sing, they point to the part of their body mentioned in the song. Let children walk a "beam" made of a 2"x4", eight to ten feet long, mounted on wedges, with their arms straight out from their shoulders for balance. Play "Jumping Jacks" exercises. Play "Crab Walk."	Selected song game 2" x 4" beam, eight to ten feet long. Exercise games from Physical Fitness Book.

SKILLS

I. Vocabulary

A. Word Recognition
1. Interested in Words.
2. Recognizes own name in print.
3. Knows names of letters.
4. Knows names of numbers.
5. Can match letters.
6. Can match numbers.
7. Can match capitals and small letters

ACTIVITIES

Experience Charts:

Whenever the opportunity arises, children should be encouraged to "write" stories as a group. As children become acquainted with the use of such charts, they may begin to pick out a familiar word or two: Therefore, the vocabulary level is of relatively little importance at the readiness level, since charts are not so much for exact reading of details as for providing experiences and developing interest in reading.

Hint: Use the child's words, do not revise it.

Another hint: Label much-used objects in room. Example: window, door, desk, play here.

Write experience stories using children's names. Allow the children to match their names with that shown on the chart.

Draw a line from the number on the left to matching number on right.

```
1   3    . . . . . .
2   2    1 . . . . .
3   1      2 . . . .
4   4        3 . . .
               4 . .
                 5
```

Draw a line from the letters in the left column to match the letters in the right column.

S G
M U
U S
G M

Circle the letters that are alike: [✓ m] [✓ m] [✓ m] n

MATERIALS - REFERENCE - EQUIPMENT

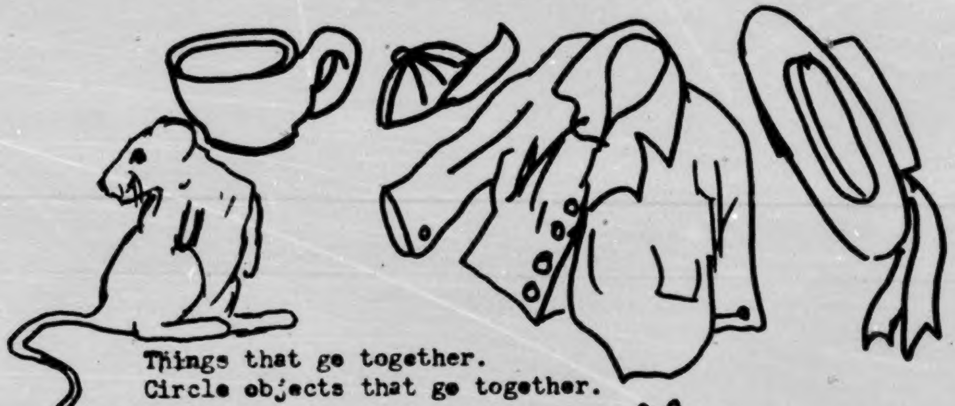
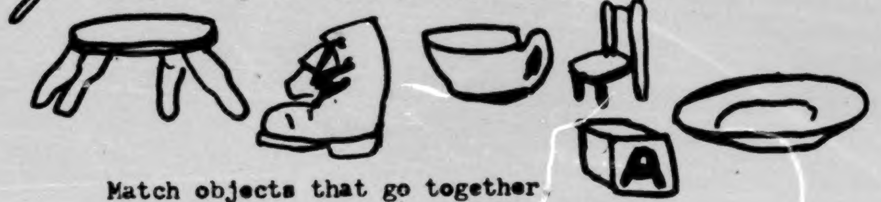
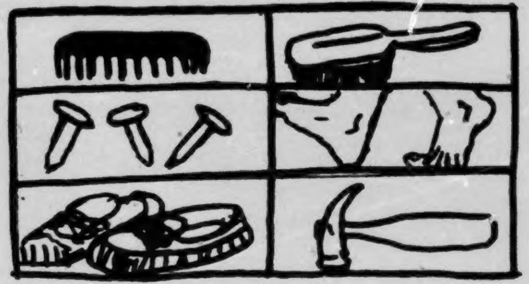
Use numerous pictures to show likeness and differences.

Use concrete objects.

Experience Charts

Mimeograph sheet

Prepare ooktog and use yarn to match numbers.

SKILLS	ACTIVITIES	MATERIALS - REFERENCE - EQUIPMENT
B. Word Meaning 1. Speaking vocabulary adequate to convey ideas. 2. Associates pictures to words. 3. Identifies new words. by picture clues.	Take numerous pictures and let children tell the meaning they get from the pictures.	Pictures
	Experience charts expressing children's ideas and experiences.	Experience charts Field Trips
	Directions given by teacher: Put an x on the things to wear.  Things that go together. Circle objects that go together.  Match objects that go together. 	Mimeograph sheets

SKILLS

II. Perceptive Skills

A. Auditery
1. Can reproduce pre-nounced two and three syllable words.
2. Knows number of sounds in spoken words.
3. Can hear differences in words.
4. Able to hear length of words which is shorter boy - elephant
5. Ability to hear sound, at beginning of words, at end of words, in middle of word.

ACTIVITIES

"Readiness."

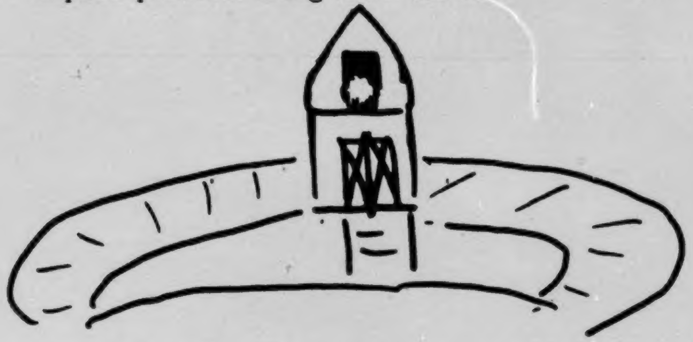
Children record their voices on tape and play back.

Play the "Listening Game." Reproduce various sounds in the presence of children with heads down and eyes closed. Snap fingers, tap fingers on desks, tap foot on floor. Have raided and have child enumerate (tell) sounds heard.

Record various sounds on tape (animals).

Reproduce sounds in different locations in the room. Children take turns telling the direction of sounds.

Display and anme three picture cards, two having like initial sounds and one with a different initial sound. Repeat process using more cards.



Use deck of picture cards. The child picks a card and makes the baginning sound and moves the animal on down the path to the pond. The first child getting to the pond may be awarded a special privilege.

MATERIALS - REFERENCE - EQUIPMENT

Tape Recorders

Records

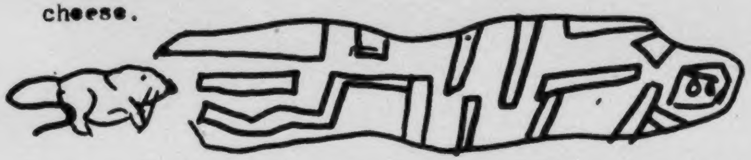
Games

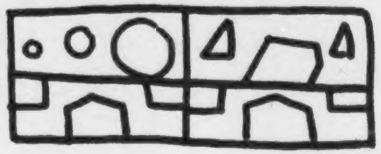
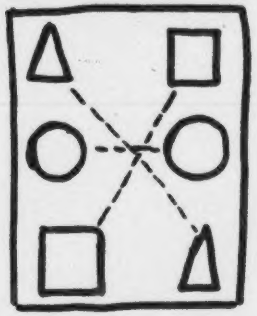
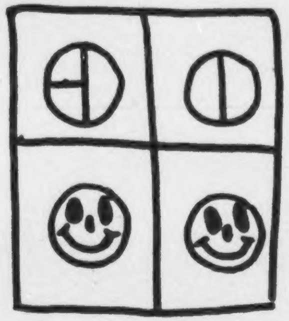
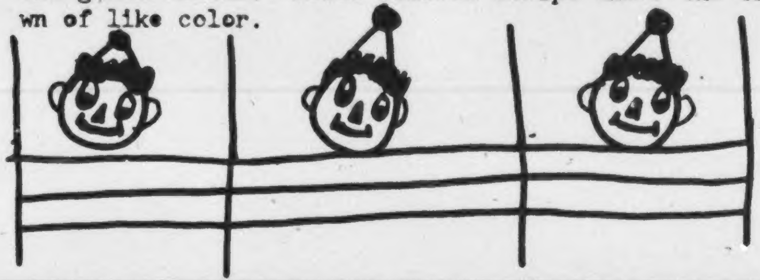
Read aloud sound stories.

Deck of picture cards

Oaktag to draw barn on

Small animals for each child.

SKILLS	ACTIVITIES	MATERIALS - REFERENCE - EQUIPMENT
6. Hearing rhyming words.	Reading readiness: To reinforce the understanding of rhyming words, teach the children this poem: Did you ever, ever, ever? Did you ever, ever, ever? Did you ever see a CAT eat a HAT! OH, NO! Each child recites the poem using his own rhyming words (instead of cat and hat) and the class chants, "OH, NO!"	
	Collect a box of pairs of small objects from sets of toys which you may find at home and at the local variety store. For example, a seal from a circus set and a wheel from a discarded truck; a plastic dog and a craft-kit log; a chair from a dollhouse and a bear from a circus. As a group talk about and match the pairs. Then small groups and individuals take the box and match items.	A box of pairs of small objects from sets of toys.
7. Visual 1. Uses picture clues.	Prepare a maze. Example: a mouse going to get some cheese.  A large sample will be drawn on the board and then each child will be given a mimeographed sheet of some activity.	Mimeograph sheet

SKILLS	ACTIVITIES	MATERIALS - REFERENCE - EQUIPMENT
	Give children practice in recognizing squares, triangles, circles. Cut shapes from bright colored construction paper.	Use colored construction paper Shapes prepared by teacher and also concrete objects.
	On mimeographed sheets, have several squares containing large and small like objects in each square. Oral directions are given to place on "X" on the largest objects. Place a line under the smallest, etc. 	Wood blocks from lumberyard - paint with tempera. Mimeographed sheets.
	Duplicate material for each child. Have the children match the ones that are alike. Make the second look like the first  	
2. Recognizes colors.	Cut colored strips to match the clowns. Red, yellow, and green clowns. Paste colored strips under the clown of like color. 	Construction paper and teacher prepared clowns.

LEVEL

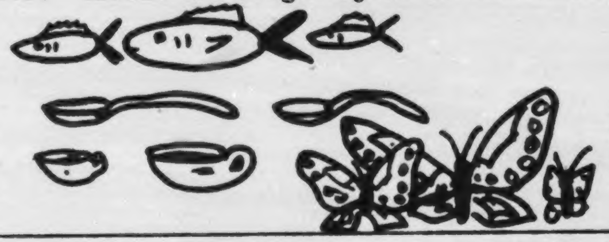
SKILLS

Sizes (big, little; tall, short)

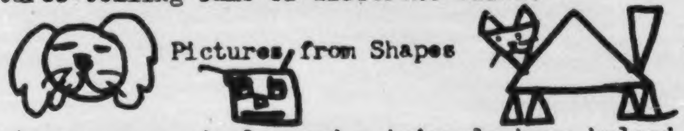
Shapes (squares, round, triangle)

ACTIVITIES

Sizes: Circle the large object in each set.


a.
b.
c.
d.

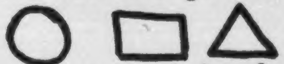
Use of flannel board and picture cards showing figure or pictures telling same or different sizes.


Pictures from Shapes

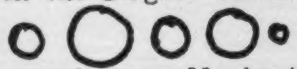
A square, a circle, and a triangle have helped to motivate ideas in speech and language. Each pupil was given a paper containing these shapes. They were asked to make pictures using the shapes for the basic form. After a few minutes the results were displayed for the group while the designer described his creation.

Speaking, listening, critical evaluating, extension of levels of thinking and perceiving and behaving - all were brought into play.

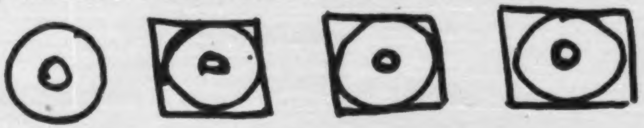
Shapes - Teacher gives oral directions.



Put an X on the triangle, or the circle, or the square.
Put an X on the largest circle.



Directions - given orally by teacher. Pictures are colored by teacher before child receives them.



MATERIALS - REFERENCE - EQUIPMENT

Mimeographed Sheets

Flannel board

Concrete objects

SKILLS ACTIVITIES MATERIALS - REFERENCE - EQUIPMENT

Directions - Circle the shape that is the same color as the first. Hint: Color first shape red, second - yellow, third red, fourth yellow.

3. Observes likenesses and differences in words

Directions: Using marker and progressing left, put a box around each pair of words that look alike.

girl she Bill boy dog Jill red big
girl the Bill toy dog Bill bed pig

three one ball baby
tree one tall baby

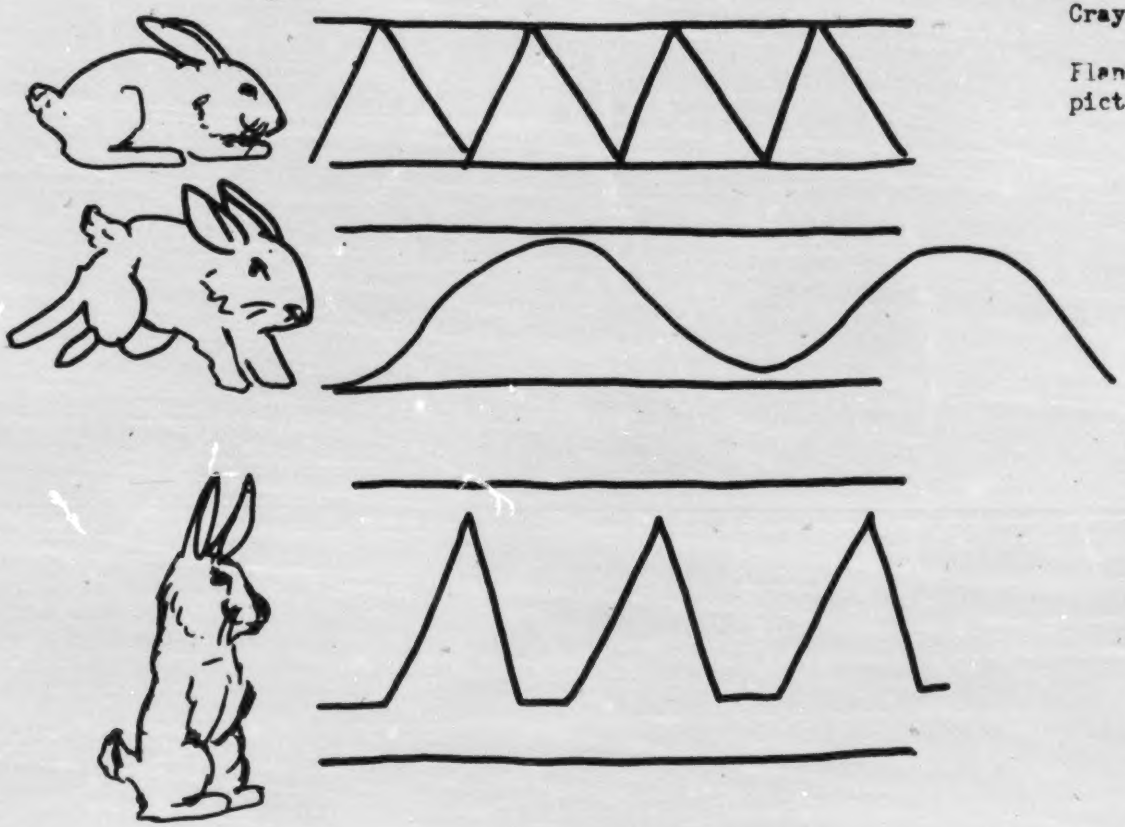
IN letters

Circle the letters that are the same in each row. (upper and lower case)

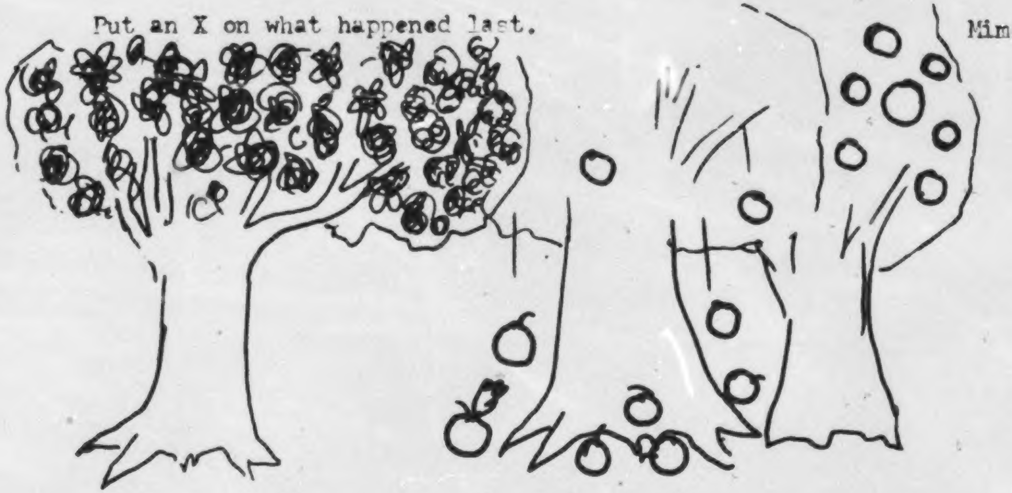
A [✓ M] [✓ M] E [✓ M] N
[✓ L] [✓ L] F E [✓ L] [✓ L]

Find as many letters as you can that are like the first one in each row.

SKILLS	ACTIVITIES	MATERIALS - REFERENCE - EQUIPMENT
4. Left - right eye movements	Child uses crayon to follow bunny's trail from left to right.	Mimeograph sheets Crayons or markers Flannel boards with appropriate pictures of words and letters.



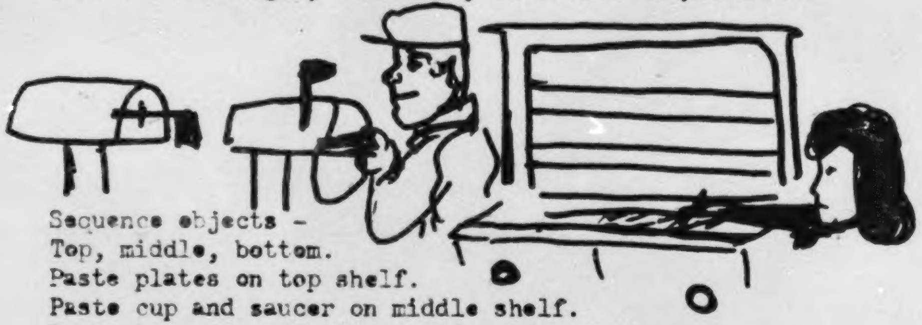
SKILLS	ACTIVITIES	MATERIALS - REFERENCE - EQUIPMENT
III. Comprehension A. Interest 1. Wants to learn to read. 2. Likes to be read to. 3. Attention span sufficiently long.	1. Language experience stories. 2. Listening to taped or recorded stories. 3. Stories read orally. 4. Read short stories of interest as motivated by previously shewn. 5. Field trips. 6. Showing of filmstrips.	Charts Pictures Filmstrips Tapes Records Books of stories
B. Ability 1. Remembers from stories read aloud: Names of characters Main ideas Conclusion	1. Read story of "Three Billy Goats Gruff" Follow up by asking questions as to characters sounds, main ideas. Hint: This could be dramatized. 2. Read a short story to the children and let them give ideas as to the conclusion of story. Hint: accept any ending as a possible ending.	Short stories
2. Can keep events in proper sequence.	Put an X on what happened last.	Mimeographed sheets



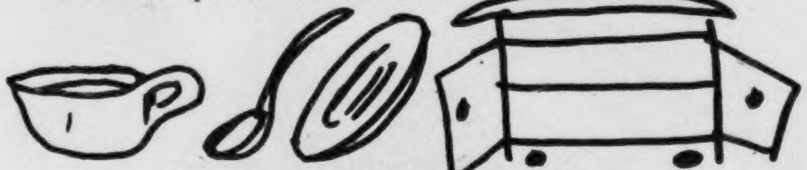
SKILLS ACTIVITIES MATERIALS - REFERENCE - EQUIPMENT

Arrange three or more pictures in correct sequence from left to right; tell story of events in pictures.

Pictures cut from magazines, newspapers, old textbooks, and workbooks mounted on tagboard.



Sequence objects -
Top, middle, bottom.
Paste plates on top shelf.
Paste cup and saucer on middle shelf.
Paste tea pot on bottom shelf.



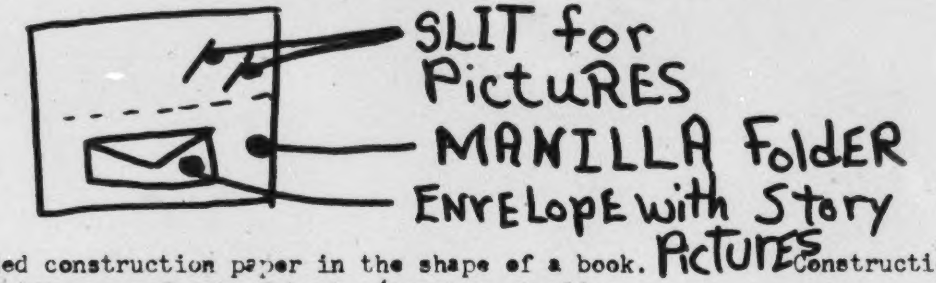
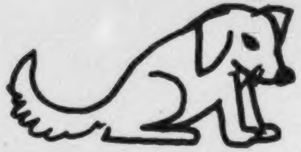
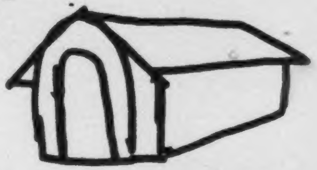
Give simple directions on things to do in sequence.
Hint: Choose a book, take it to seat, and open it from front.

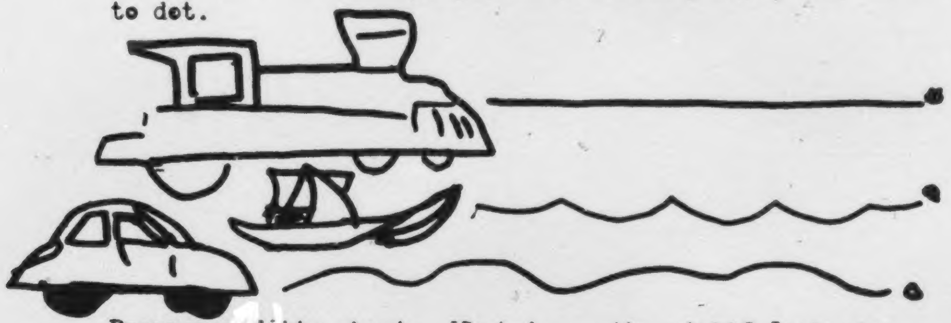
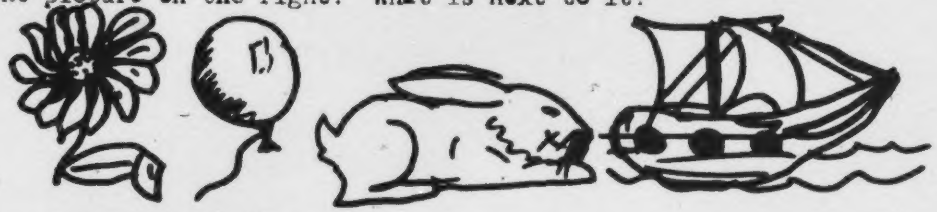
3. Uses complete sentences

Read sentences to the children omitting one or two words, letting them complete the sentences. Example:

1. Bobby has on a red ________.
2. We go to eat __________ at eleven o'clock.
3. We drink ___________ early in the morning.

Describe walk to school, an activity in the room, a pet, or another child.

SKILLS	ACTIVITIES	MATERIALS - REFERENCE - EQUIPMENT
4. Independent work.	Meaningful independent work on any level for any skill or concept can be placed inside a manila file folder and used repeatedly. These self-directed reading activities are used for re-enforcing and strengthening skills previously taught. Several readiness workbooks cut - up and placed in folders can make many interesting reversable activities such as placing four pictures in order to tell story.  SLIT for Pictures MANILLA Folder EnvElope with Story Pictures	Oaktag envelope Manila folders
5. Begins at front of book.	Use folded construction paper in the shape of a book. Draw picture on front of book. (teacher supplies title of book) Several practice sessions of opening and closing book calling attention to left and right will be advisable.	Construction paper.
6. Begins on left hand page.	Have a dog drawn on the left margin of the paper and a dog house on the right margin. Direct the child to draw a line from the dog to the dog house.   Give sheets of paper that have green or red lines at the left and groups of objects that are drawn to the right of this margin. Direct child to start at green or red margin and put a dot on each object.	Mimeographed sheets or charts

SKILLS	ACTIVITIES	MATERIALS - REFERENCE - EQUIPMENT
7. Knows sentence begins at left.	Directions: Take crayon, move the train, boat, and car to dot.  Prepare a ditto sheet: What is on the right? Look at the picture on the right. What is next to it? 	
IV. Oral Expression A. Expresses self spontaneously.	1. Show and Tell time. 2. Play game "Simon Says." 3. Expose a picture at random, have a child to tell something about picture.	Pictures
B. Able to remember five word sentences.	1. Memorization of nursery rhymes and riddles. 2. Give oral direction in sentences of five words. Child must repeat the direction correctly before carrying out the activity. Example: John walk to the door.	Nursery rhymes Riddles
C. Able to make up simple endings for stories.	Give oral directions. Give an ending to story after finished reading it. Example: One day Sam and Joe were playing outside. Sam had on his Indian suit. He could not find his bow and arrow. The boys looked for them. They found	

SKILLS	ACTIVITIES	MATERIALS - REFERENCE - EQUIPMENT
D. Able to use new words	Read a sentence giving word clues. Let the child supply the missing word (verbally) I am red. I have baby chicks. I say "Cluck, cluck." What am I? puppy bird hen	

/

NOTE:

The Barbe Reading Skills Check List, First Grade Level, which originally appeared on pages 1 - 4 is protected by copyright and consequently has been deleted by CMC. It can be found in The Educator's Guide to Personalized Reading by Walter Barbe published by Prentice-Hall.

5

LEVEL 1

CONTRIBUTORS:

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Margaret Huffman
Edith Bastin
Grace Hunt

SKILLS

I. Vocabulary

A. Word Recognition

1. Recognizes words with capitol and small letters at beginning.

2. Is able to identify in various settings the following words usually found in preprimers.

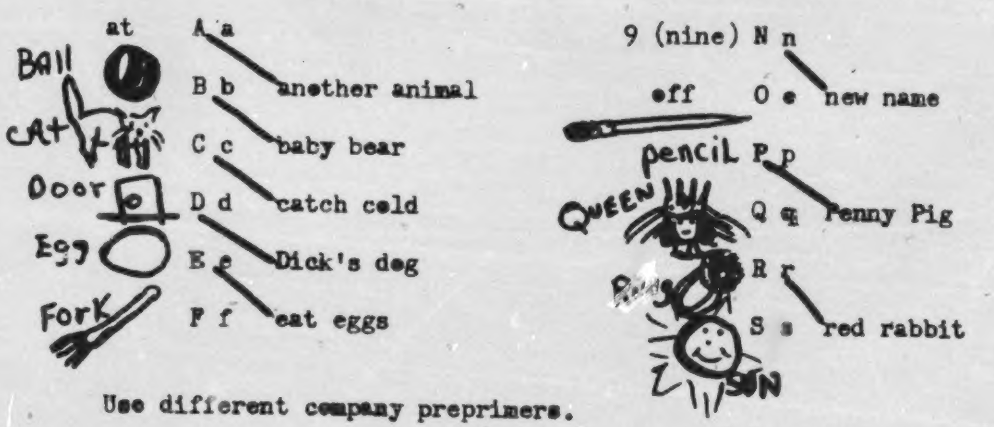
a
airplane
an
and
apple
are
at
away
baby
ball
be
bed
big
birthday
blue
boat

bow wow
cake
call
can
cap
car
Christmas
do
dog
down
father
fast
find
fine
fish
for

funny
get
girl
give
go
good-by
green
has
have
he
help
her
here
jump
kitten
like

ACTIVITIES

Many children will want to say the letters in alphabetical order. When they have completed the page, they may tell what words begin with "big" letters and which with small.



Use different company preprimers.

Recreational reading in easy to read books.

Vocabulary Tree - Because first -graders need constant reviewing of vocabulary words, use the holidays for seasonal drill. One device is a vocabulary tree.

Cut a large triangle from light green oak tag; cut $1\frac{1}{2}$" strips of dark green and glue the bottom edges across the triangle about two inches apart. A star at the top and a red stand give the tree an authentic look. Print vocabulary words on mulitcolored circles. It is fun to dress and undress the "tree" by placing the colored balls in the tree pockets.

This word drill device was very popular with first graders. A simple train engine was mounted on heavy paper with the front window cut out. Lists of drill words were written on a strip of manila paper and slid into a paper trough on the back side of the engine. Adjust words so only one appears at a time in the window. Lists can be changed as necessary.

MATERIALS - REFERENCE - EQUIPMENT

Mimeographed sheets

Flash cards

Blocks A B C

Alphabet Cards - of small and capital letters.

American Book Co.

Harper Row

Ginn

Spin A Sound Game

Look Game

Show N' Tell

Construction paper

Tapes and Records

Oaktag

SKILLS

little
look
make
may
me
mitten
mother
morning
my
near
no
not
oh
on
one
party
pie
play
pretty
puppy
show
sleep

something
splash
stop
surprise
table
thank
that
the
tree
to
toy
two
up
want
we
what
where
will
with
work
yellow
you

your
come
cookies
cowboy
daddy
did
dinner
dish
hide
home
house
I
in
is
it
ran
red
ride
run
said
see
she

Only additional words found in six of seven leading primers were:

about
again
all
am
as
back
black
boy
but
came
could
cow
eat

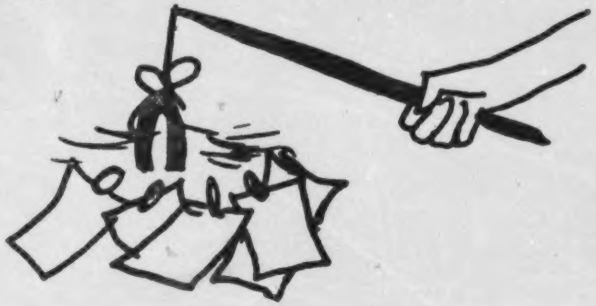
farm
from
fun
had
happy
him
his
how
just
knew
laugh
let
long

man
many
Mr.
must
night
new
now
of
put
rabbit
sat
saw,
so

ACTIVITIES

Fishing

For vocabulary drill, words are written on small cards and a paper clip fastened on each. They are then scattered in a "fish-pond." Children make their own fish pole and line from a ruler, string, and small magnet tied on the end. As a child dips his magnet into the pile of cards a paper clip clings to it. He pulls up a card and reads the word on it. If correct, he may keep the card; if not, he must return it to the pond. The one with the most cards when all are used is the winner.



MATERIALS - REFERENCE - EQUIPMENT

Magnets, paper clips, string and pole.

SKILLS

some
seen
take
them
then
there
they
this
too
us

walk
was
water
way
went
were
when
white
wish
who
yes

II. Word analysis:

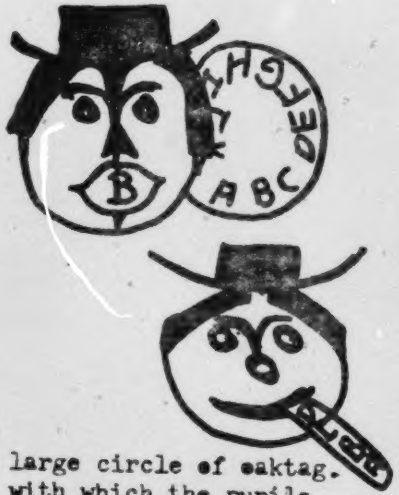
A. Phonics

1. Recognizes single initial consonants and can make their sound.

b d f h j
k l m n p
q r s t v
w x y z

ACTIVITIES

This funny face says different letters of the alphabet as the disk behind his open mouth is rotated. The catch: The child must speak the letters for him. Cut the face and disk from poster board and use a spread-type fastener or push pin for a center pivot. The face at right has a slit in his mouth for a paper tongue. Children enjoy pulling out the tongue and pronouncing the letters as they appear. Make up different disks and tongues for different letters.



"A Merry-Go-Round" game. Cut out a large circle of oaktag. Letter on it each of the consonants with which the pupils have had experience in initial position: b,c(hard), d, f, g(hard), h, j, l, m, n, p, r, s, t, v, w, and y.

Fasten the circle to a cardboard back with a brass pin or thumbtack, so that it can be turned. Make a red arrow at the top of the cardboard.

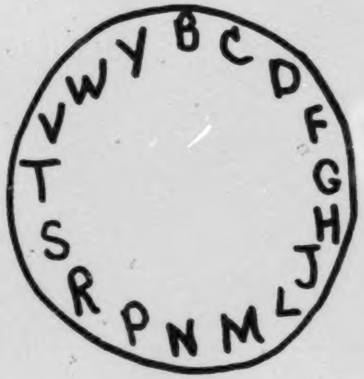
MATERIALS - REFERENCE - EQUIPMENT

SKILLS

ACTIVITIES

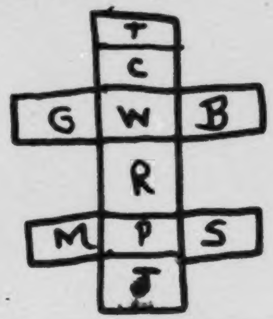
MATERIALS - REFERENCE - EQUIPMENT

Ask a pupil to give a word beginning with the sound of the letter at the red arrow. If he can do so, he spins the Merry-Go-Round and calls on another pupil to "take a ride" by giving a word beginning with the sound of the letter toward which the arrow points. If the circle of oaktag stops with the arrow between letters, the child who is leader is priviledged to move it to the nearest letter.



Hop Scotch. Lay out the figure above on the ground, play court, or on a large cardboard on the floor. The child hops as in Hop Scotch, but when he hops into a square he must say a word (any word) beginning with the sound of the letter in the square. The second time around, he must say two such words; the third time around, he must say three - and so on, until he misses because he can't think of another such word.

A group of able children may take turns in this game, or one child can play it alone.



SKILLS

2. Knows single consonant sounds in final position (hat)

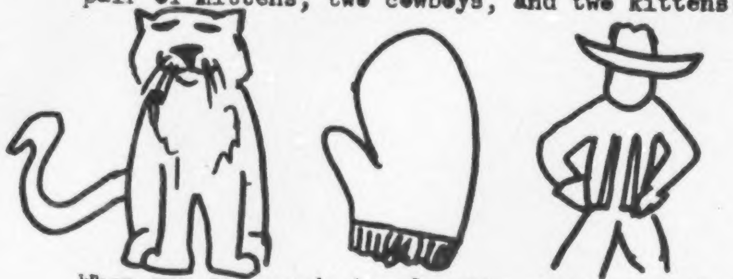
ACTIVITIES

Prepare a list of words and let the children underline the sound teacher says in the final position.

Form a small circle teacher tells final sound to listen for. She then repeats three words. The children clap once when they hear the final sound mentioned.

Seeing the letter s at the end of words and hearing the sound. Play the following game in which pupils endeavor to hear and say the final s on words.

Prepare for the game by cutting out of heavy paper a pair of mittens, two cowboys, and two kittens:



When you are ready to play the game, read aloud the first verse of the following poem:

THE LITTLE KITTENS

"Where are you going, my little kittens?"
"We are going to town to get us some mittens."
"What! Mittens for kittens!
Do kittens wear mittens?
Who ever saw little kittens with mittens?"

"Where are you going, my little cat?"
"I am going to town to get me a hat."
"What! A hat for a cat!
A cat get a hat!
Who ever saw a cat with a hat?"

MATERIALS - REFERENCE - EQUIPMENT

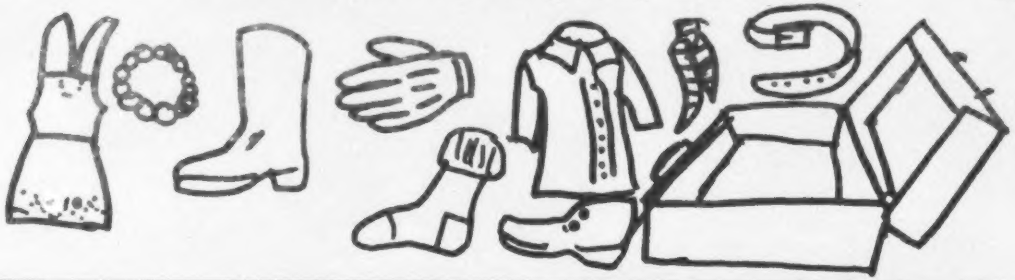
Bingobang. Lyons and Carnahan

Mimeographed Sheets or chalkboard

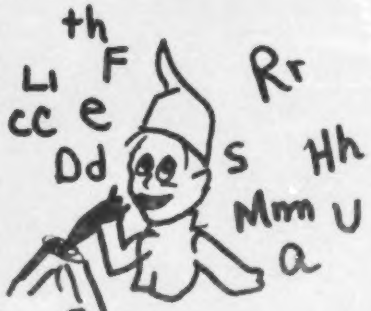
Small circle

Oak tag

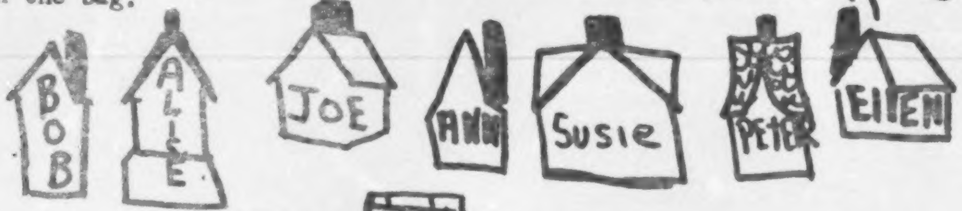
SKILLS	ACTIVITIES	MATERIALS - REFERENCE - EQUIPMENT
	"Where are you going, my little pig?" "I am going to town to get me a wig." "What! A wig for a pig! A pig in a wig! Who ever saw a pig in a wig?"	
	Begin the game by putting the words cowboys and cowboy on the chalkboard one under the other. Ask a pupil to underline the part that is different or is not the same in the two words. Tell the pupils that you are going to play a listening game: "We are going to listen for the letter s on the end of words. When I say cowboy (demonstrate by holding up one paper cowboy), please take this paper cowboy from the group of pictures and match it with the correct word. Etc - mittens, kittens.	
3. Knows single consonant sounds in middle positions (seven)	Children draw three post on their paper. Representing initial, middle and final sounds. Ask the children to circle the post that shows the given sound.	Notebook paper
4. Names of vowels are introduced.	Phonics learning is in the bag in an exercise that's as much fun as summer vacation. Pupils make paper clothes cutouts and pin them on the bulletin board. Each child gets a chance topack a suitcase for a trip. The trick is to pack only items that have the sound you happen to be studying in their names. For example, if you're short vowels, a child can pack a hat, but not a tie. If a pupil makes a mistake, his trip is off, and another child takes a turn at packing a suticase.	Magic cards - Ideal Construction paper Suitcase Picture Phonics card (Kenworthy) Dolch Group Sounding Game

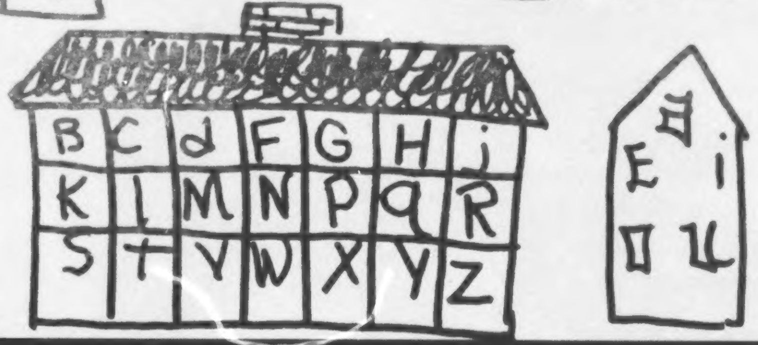


What's in a name? The answer demonstrated here: vowels and consonants. Each pupil makes a paper house and prints his name on it. The houses are mounted on a bulletin board. On a nearby board, display the houses where vowels and consonants live, as shown above. The name of every pupil in the class them is analyzed to show that at least one consonant and one vowel have to come visiting to make up the name on each house.



This little fellow below collects new vowel and consonant sounds in his bag as the class learns them . About two feet tall, he's cut from poster board and painted. The bag is made of real cloth with a drawstring sewn into the top. The sounds are lettered on cards. As each sound is learned, a child removes its card from the board and puts it in the bag.



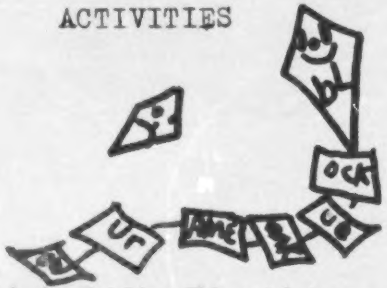

B C d F G H j
K L M N P Q R
S t V W X Y Z
E a i o u

SKILLS

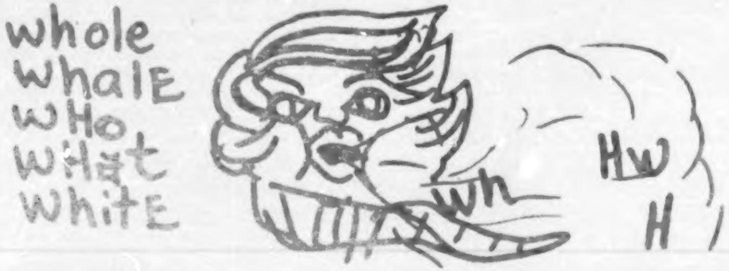
5. Knows sounds of initial consonant blends -

sh fr cl sw
st wh gl tw
bl th sp
pl ch sm
tr fl sn

ACTIVITIES



Whether this kind of kite flies high or stays in the dumps depends on your pupils. If a child can say all the words on a kite, he's entitled to pin on a cutout of a smiling mouth. If not, the kite gets a sad face. Make the kites from colored poster board and the tails from construction paper. Put a consonant blend on each kite and word endings on the tails, as shown. Make one mouth-shaped cutout for each kite and merely turn it upside down to indicate a sad face.



There's nothing quite like the howling March wind outside - and indoors- to help your pupils learn the "wh" sound. On a large sheet of cardboard, draw the March wind as symbolized above or invent your own version of the windy fellow. Color him with felt marking pens and add word samples. Keep the display up all month long, using it whenever you wish to point out or re-emphasize the rules that govern pronunciation: "Wh" almost always sounds like "hw" - as in the word "white" - unless it is followed by "o." When it is followed by "o," "wh" usually sounds like "h," as in the word "who."

Play game Phonetic Quizmo

MATERIALS - REFERENCE - EQUIPMENT

Blend Race Game (Lyons & Carnahan)

Consonant pictures of blends & digraphs (Ideal)

Phonetic Quizmo Game

Tapes, Worksheets

Reading and Phonics

Skill cards - Benefic Press

SKILLS

ACTIVITIES

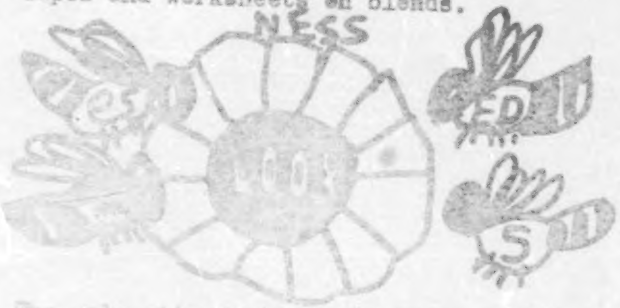
MATERIALS - REFERENCE - EQUIPMENT

Play game Blends Race

Tapes and worksheets on blends.

B. Structural Analysis
1. Know endings

ed sound as "ed"
in wanted.
ed sound as "d"
in laughed
ed sound as "t"
in liked
ing
s



The only stings attached to these bees are those reserved for pupils who let themselves get stuck by word endings. Prepare a batch of paper bees backed with double-sided adhesive tape. Then, on the chalkboard, "plant" a bed of flowers, using the one shown as a model. At the center of each blossom, write a different root word. To avoid getting stung, a child must stick onto a flower only a bee bearing an ending that correctly completes its word.

Oaktag

2. Recognizes compound as in ([illegible], [illegible])

Have children read the sentence. Choose the compound word and fill in the blanks.

Mimeographed sheets

[illegible] the hen likes to go into her house.

[illegible] is her ________

rainceat doghouse henhouse

Chalkboard

Have worksheets with familiar compound words for students to divide. Example: Grand/mother - dog/house- up/stairs, etc;

LEVEL ONE

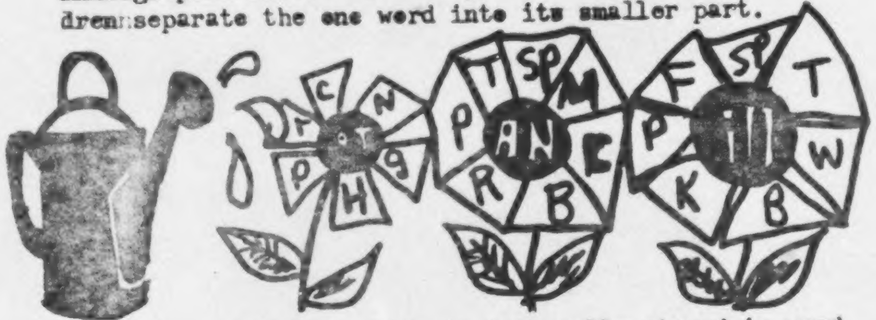
SKILLS

3. Knows common word families

all en ell
at in ay
it an ake
et ill er

ACTIVITIES

Write several words on the chalkboard: pancake, snowman, Ask "Who can read the first word? How many little words do you see and hear? Who can frame the little words?" Give mimeographed sheets with compound words and have the children separate the one word into its smaller part.



What grows if this garden is kept well watered is word knowhow. Flowers are drawn on the board with word endings in the centers and word beginnings on the petals. Fill a sprinkler with "water drops" that you have cut from paper and backed with double-sided tape. A child who pronounces all possible combinations on a flower gets a chance to water the garden by pasting drops on his flower.

Write a variety of words with phonograms.
Example: old - gold, sold, mold.
ight - right, sight, might

Change the initials to make new words.

cat call tall
at all all

MATERIALS - REFERENCE - EQUIPMENT

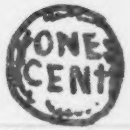
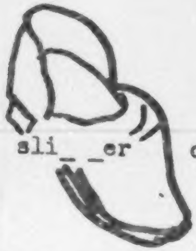
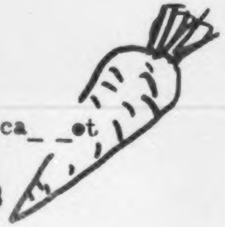
Mimeographed sheets

Chalkboard

Chalkboard

Oaktag

Mimeographed sheets

SKILLS	ACTIVITIES	MATERIALS - REFERENCE - EQUIPMENT
C. Word Form Clues 1. Notices capital and small letters.	Make Bingo cards by marking off cards into squares - mixing capital letters and small letters on the cards. Teacher calls out a capital M - the students cover this letter, etc.	
2. Notices length of words.	Mimeographed sheets with both capital and small letters to circle. pig pig dog cow blue white hen is tree pig dog green pig hen pig dog Circle the shortest words, underline the longest words in each line. Simple sentences written with directions given to circle longest words.	Mimeographed sheets Oaktag, cardboard - magic markers Small pieces of construction paper - corn
3. Notices double letters	Worksheets to fill in missing double letters. nn pp rr ss tt  pe___y  sli_ _er  ca_ _ot	Individual tack Mimeographed sheets
III. Comprehension. A. Understands that printed symbols represent objects or actions.	Label classroom furniture. Label pictures on bulletin board. Write simple sentences giving directions and let children carry out directions.	Bulletin boards Cardboard or oaktag.

SKILLS	ACTIVITIES	MATERIALS - REFERENCE - EQUIPMENT
B. Can follow printed directions.	Write "a" in each empty space and do what the sentence says. Dr_w __ c_t _nd m_ke him bl_ck. Read this sentence backwards. Write it correctly, and do what it says. page this of top the at name your Write. These words are all mixed up. Make them into a sentence and do what it says. nose the red on a Put clown 	
C. Can verify a statement.	Choose pictures to match statements from seledtion reading. After reading a story, the student is capable of answering yes or no to a question and can locate page to verify his answer.	Pictures, mimeographed sheets.
D. Can draw conclusions from given facts.	Write on the chalkboard the material presented here: (or materials that would apply to situation.) Fred will put on a big hat. He will ride and sing. He will ride on a pony. Fred will play _______. train school cowboy Ask children to read the sentences silently and dicide what word is missing. Call on child to frame and read the word that belongs in the last sentence and another child to learn aloud all the sentences to be chekk this answer.	

SKILLS	ACTIVITIES	MATERIALS - REFERENCE - EQUIPMENT
	PICTURE OF THE WEEK - To help primary children with beginning language skills we have in our room a sign "Picture of the Week - Can You Tell the Story?" One child is responsible for bringing a picture on Monday. On Friday we have oral storytelling. It's wonderful to see the varied ideas suggested by the same picture.	Chalkboard Pictures
E. Can recall what has been read aloud.	Call on a child to read orally from a book. Ask the other children to listen for all the things that happened in that part. Stop after each part has been read for children to recall specific details.	Basal Reader Library Books
	Read aloud the tale, "The Old Woman and Her Pig," found in Children's Literature by Grades and Types. Before reading the story ask the group to listen for all the things that had to happen before the old woman got home with her pig.	
F. Can recall what has been read silently.	Select short stories- - mimeograph these. Let children read short story and choose simple answers. I grow in a garden. I am big and fat. I am yellow, too. You can have fun with me on Halloween. Can you guess what I am? parade pumpkin chimney	Mimeographed sheets
G. Can place events in sequence.	Let pupils retell a story they have read.	Selections to read.
	Let them group a series of pictures in logical or chronological sequence.	Chalkboard Pencil and paper Overhead projector

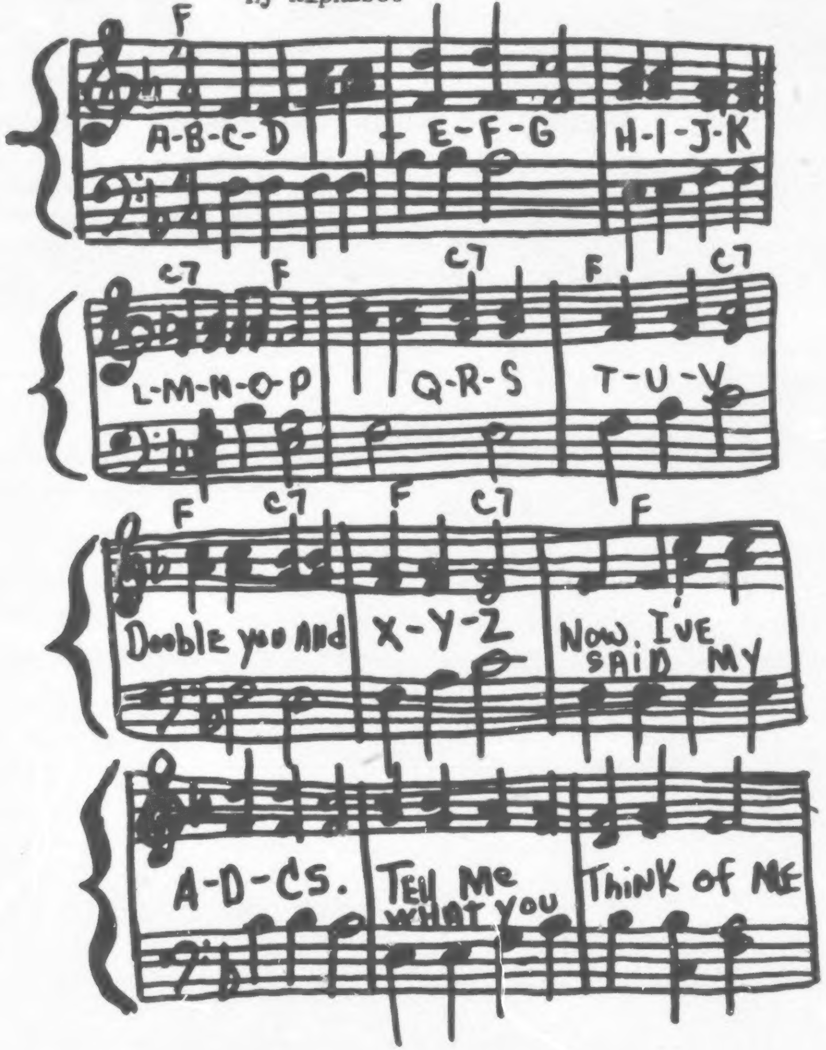
SKILLS	ACTIVITIES	MATERIALS - REFERENCE - EQUIPMENT
	Give a list of sentences that will have directions for making something. Let pupils arrange these in sequential order.	This could be done best by oral directions and discussion.
H. Can remember where to find answers to questions.	Following a story, have students reread orally the part or pages they liked best.	
	Have students find the page certain questions you ask are found on and read to class.	
Oral and Silent Reading Skills:		
A. Oral Reading 1. Uses correct pronunciation.	Prepare a paragraph to be used or a practice drill in teaching the use of punctuation marks and phrasing in oral reading.	Mimeographed sheets
	Record a story the child reads. Let him hear the recording and make a list of strong and weak points.	Tape recorder
2. Uses correct phrasing. (not word by word)	Use phrase cards	Book of Poems to Read and Learn
3. Uses proper voice intonation to give meaning.	Guide children in understanding the use of pauses, intonation, and inflection.	Newspaper Basal readers
4. Has good posture and handles book appropriately.	Dramatizations.	Magazines Filmstrips Oral discussions and demonstrations.

SKILLS	ACTIVITIES	MATERIALS - REFERENCE - EQUIPMENT
5. Understands simple punctuation - period, comma, question mark, and exclamation mark.	Put an O after sentences that tell something. Put an X after sentences that ask questions. 1. Mother Bunny and Father Bunny live in the weeds. ___ 2. They have a nest in the grass. ___ 3. Mother Bunny is looking at the nest in the grass. ___ 4. How many baby bunnies does she see? ___ 5. Do the baby bunnies see Mother Bunny? ___ 6. Mother Bunny is waiting for Father Bunny. ___ 7. Where is Father Bunny? ___ 8. Will he come soon? ___ 9. Father Bunny is coming now. ___ 10. He has been in the clover patch. ___ Put a period (.) after each sentence that tells something. Put a question mark (?) after the sentence that asks a question. 1. Father Bunny heard Mother Bunny calling 2. He ran home to help Mother Bunny 3. What did he see 4. He saw one, two, three, four, five sleepy bunnies 5. Father Bunny stayed with the baby bunnies	Worksheets
B. Silent Reading	Read for a purpose.	
1. Reads without vocalization - Lip movements, Whispering	For children who constantly use their lips to remind them of their habits a pencil can be placed on lips. If they move lips while reading pencil will fall.	Pencil Basal reader
2. Reads without head movements.	Remind children of this poem. My eyes are like a little broom. That sweeps and sweeps and sweeps the room! They start all left and go to right, And "work out" every word in sight!	

SKILLS ACTIVITIES MATERIALS - REFERENCE - EQUIPMENT

Special Activity for Teaching Alphabet.

My Alphabet


F
A-B-C-D
- E-F-G
H-I-J-K
C7
F
C7
F
C7
L-M-N-O-P
Q-R-S
T-U-V
F
C7
F
C7
F
Double you And
X-Y-Z
Now, I've SAID MY
A-D-Cs.
Tell Me WHAT YOU
Think of ME

NOTE:

The Barbe Reading Skills Check List, Second Grade Level, which originally appeared on pages 22 - 25 is protected by copyright and consequently has been deleted by CMC. It can be found in The Educator's Guide to Personalized Reading by Walter Barbe published by Prentice-Hall.

LEVEL 2

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SKILLS

I. **Vocabulary**

A. Word Recognition Skills

1. Recognizes 220 Dolch Basic Sight Words (by end of year)

Dolch Word List

a
all
am
an
and
are
at
big
blue
call
can
come
do
down
funny
go
good
he
help
here
I
in
is
it
jump

brown
by
came
did
eat
fall
find
for
get
going
have
her
him
his
if
into
laugh
let
live
may
my
no
old
on
one

not
of
open
please
or
our
pull
read
saw
say
sing
six
soon
ten
upon
us
who
why
wish
your
about
after
always
around
ask

tell
thank
that
they
this
too
try
under
walk
well
were
white
with
any
better
both
bring
carry
clean
could
done
don't
draw
drink
eight

ACTIVITIES

Sight Word Game - Picking Apples

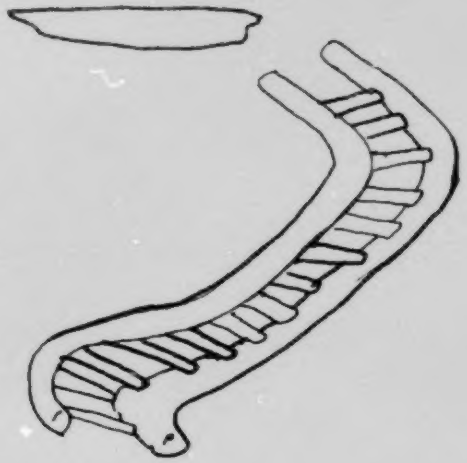
From a sheet of tag board cut a large tree. Punch 1" paper fasteners through the back of tree and bend upward to make hooks. Cut apples from yellow construction paper. Write one sight word on each apple. Punch holes in apples and hang on tree.

Divide class into two groups. Take turns letting one child from each team pick an apple. If the child can pronounce the word on the apple he picks, he may keep it. If he misses the word, he must hang it back on the tree.

Keep playing until all apples are picked. The team with the most apples is the winner.

Game - Space Ride

Draw a curving ladder like path from the bottom of the chalkboard to the top, where a saucer-like space platform has been drawn. Write sight words on the "path" through space. If a child can name all the words from the bottom to the top, his name may be written on the space platform.



MATERIALS - REFERENCE - EQUIPMENT

Basic Sight Vocabulary Cards by E.M. Dolch

Group Word Teaching Game by E.M. Dolch

Basal Readers

SKILLS

like
little
look
make
me
out
play
pretty
ran
red
ride
run
see
so
the
to
up
we
you
as
away
he
black
but
cold
went
what
wash

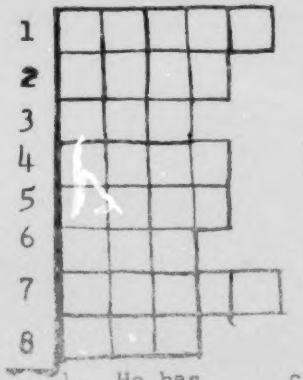
put
saw
said
she
sit
again
ate
cut
fast
first
five
fly
flour
give
goes
going
got
green
had
has
hot
its
long
made
many
new
when

because
been
before
best
buy
does
for
found
full
gave
grow
hold
how
just
keep
kind
much
must
now
off
once
only
round
sleep
small
take
where

every
hurt
know
light
myself
never
own
pick
right
seven
shall
show
their
them
then
there
these
think
those
together
use
very
want
warm
wash
which
would

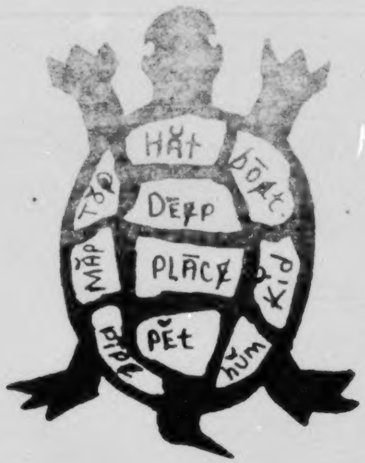
ACTIVITIES

Puzzle



say
why
found
hot
done
take
got
their
wants
does

1. He has _____coats.
2. Do you _____ to buy bread or cake?
3. Dick ______ a small knife for Christmas.
4. He _____ not bring his work home.
5. You can _______ these pictures.
6. ______were you not at home at seven o'clock?
7. The boys _______ a toy in the grass.
8. It is too _____ to play in the garden.



This pin-the-spots-on-the-turtle game is a good way to introduce new words. The spots are cardboard cutouts. For use on flannelboard, paste sandpaper on the backs of the cutouts.

MATERIALS - REFERENCE - EQUIPMENT

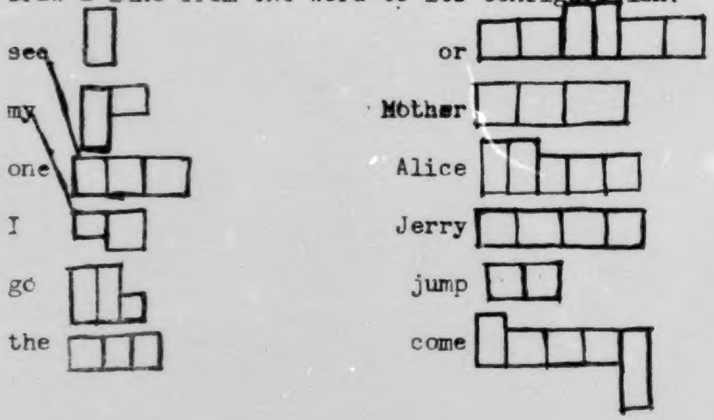
SKILLS

ACTIVITIES

MATERIALS - REFERENCE - EQUIPMENT

2. Use word form clues
   a. Configuration
   b. Visual Similarity of rhyming words.

Draw a line from the word to its configuration.


see
my
one
I
go
the
or
Mother
Alice
Jerry
jump
come

Look at the words in each box. Draw a line under the parts of each word that are the same.

last past	hide ride
tail pail	say say
right night	fall call

SKILLS

B. Word Meaning
   1. Multiple meanings of words.

ACTIVITIES

The teacher can point out that most words carry several different meanings according to how they are used. Illustrate with such simple words like can, stick, run, or set.

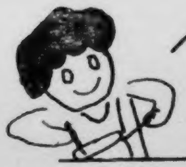
Example - "I can spell my name."
"I bought a can of beans."
"Put the garbage in the garbage can."
"My mother said 'Tomorrow I will can peaches."

After several group exercises which stress that the objective is to supply different meanings of a word, not simply different sentences, let each child independently select his own words for illustrating different usages.

To give practice in using words with multiple meanings. Ask the children to use the words at the top of the page to fill in the sentence blanks. Then have them draw a line from each sentence to the appropriate picture.

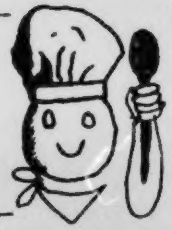
More Than One Meaning

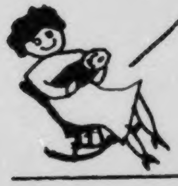
rocks   mail   glass   cook   left



Mother is going to ________ dinner.

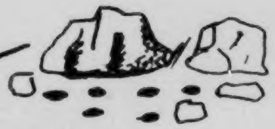
The _______ is smiling at us.





Mother _______ the baby to sleep.

"Look at all the _______!" said Singing Cloud.



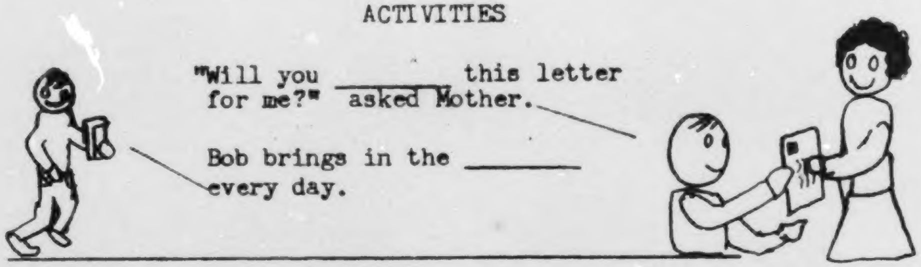
MATERIALS - REFERENCE - EQUIPMENT

Various memeographed sheets and workbook sheets.

SKILLS

ACTIVITIES

MATERIALS - REFERENCE - EQUIPMENT



"Will you ________ this letter for me?" asked Mother.

Bob brings in the ________ every day.

2. Synonymous Meanings
Synonyms

Make a line under one word in each row that has almost the same meaning as the first word in the row.

Example: strike look hit angry

1.	joke	jump	grow	jest
2.	keep	soft	save	slow
3.	large	big	bake	bowl
4.	mix	ball	blend	balloon
5.	hunt	send	seek	sorry
6.	shut	loud	idle	close
7.	bold	brave	brown	brought
8.	break	crush	coast	cream

Make a line from the word in Column I to the correct synonym in Column II.

	I	II
Example:	maybe	wee
1.	large	perhaps
2.	bugs	pupil
3.	start	beautiful
4.	close	big
5.	plot	award
6.	laughed	hop
7.	nook	happy
8.	scholar	smiled
9.	prize	hear
1o.	jump	insects
11.	toss	corner
12.	pretty	throw
13.	glad	boat

SKILLS

ACTIVITIES

14.	tiny	begin
15.	ship	plan

For each of the words underlined below, there is a synonym at the left of the numbers. Find the correct underlined word for each synonym and write a sentence using that word on the line beside the number. Underline the synonym in the sentence.

story delighted complete scare hit loud

Example: glad - She was delighted to go home.

---

noisy 1.
tale 2.
struck 3.
finish 4.
frighten 5.

Complete the second sentence with a synonym for the underlined word in the first sentence.

1. The man's house is big .
   His barn is _______, too.

2. A puppy is small.
   The cat is another ________ animal.

3. Ann has a pretty sister.
   My sister is ____________, too.

4. The bean is warm.
   The beans are __________ also.

MATERIALS - REFERENCE - EQUIPMENT

Worksheets
Mimeographed sheets

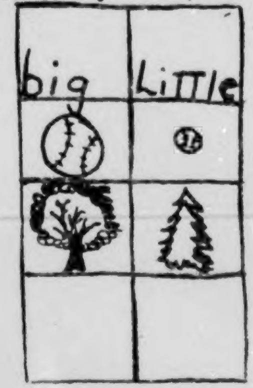
SKILLS ACTIVITIES MATERIALS - REFERENCE - EQUIPMENT

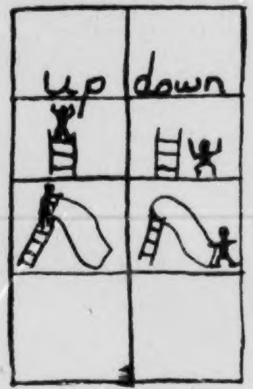
5. Tom struck at the ball.
He ________ the next ball.

6. Your shoes are wet.
Your socks are ________.

3. Opposites - Antonyms

Fold 12" x 18" newsprint into eighths. Draw pictures (side by side) of opposites.





Fill in the blank space. Large - Small Short - Tall
Tall is the opposite of ________.
Small is the opposite of ________.
Short is the opposite of ________.
Large is the opposite of ________.

Make a picture showing the opposites.

hot and cold
black and white
hard and soft
funny and sad

Write the sentences and underline the two words that have the opposite meaning.

SKILLS

ACTIVITIES

MATERIALS - REFERENCE - EQUIPMENT

We work at your house. Let me jump first.
We play at your house. Let me jump last.

Do you know that boy?
Do you know that girl?

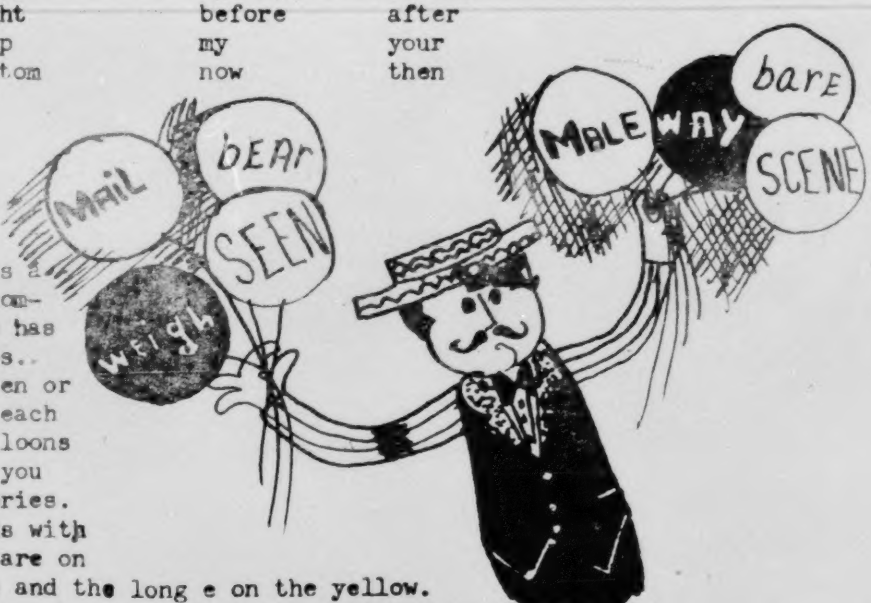
List of opposites.

grandfather	grandmother	breakfast	dinner
aunt	uncle	large	small
city	country	summer	winter
man	woman	long	short
find	hide	left	right
over	under	early	late
started	stopped	spring	autumn
morning	night	before	after
start	stop	my	your
top	bottom	now	then

Worksheets
Workbooks
Construction paper
Tagboard
Magic Markers
String

4. Words pronounced the same - Homonyms

BALLOON MAN



The balloon man is a handy classroom companion because he has many possibilities. If he holds a dozen or more balloons in each hand, and the balloons are many colors, you can set up categories. For example, words with the long a sound are on the blue balloons and the long e on the yellow.

You may want to use teams. One team may try to cover the balloons on the left; the other, the balloons on the

SKILLS

ACTIVITIES

right. Be sure you have the same number of balloons of each color on each side. Use this display idea with synonyms and homonyms, too.

The following is a list of homonyms which the child usually meets in primary grades.

beat	beet	red	read
know	no	ring	wring
do	dew	would	wood
dear	deer	whole	hole
to	too	sail	sale
two		hall	haul
knew	new	pair	pare
mail	male	tail	tale
road	rode	steal	steel
wait	weight	birth	berth
there	their	ate	eight
sun	son	some	sum
oh	owe	pain	pane
waist	waste	so	sew
rap	wrap	by	buy
bee	be	not	knot
one	won	hear	here
see	sea	our	hour
hair	hare	maid	made
week	weak	piece	peace
fair	fare		

Game -- Make word cards using homonyms being studied. One word of each pair is put in a draw pile and the other words are shuffled and dealt to the players. When a card in the draw pile is turned up, whoever has the homonym for it in his hand pronounces the word on the stack and gives its meaning, then gives the meaning for the word in his hand. If he does each without help he takes both cards.

MATERIALS - REFERENCE - EQUIPMENT

Word cards - made from sentence strips or poster-board

Worksheets
Workbooks

SKILLS

ACTIVITIES

MATERIALS - REFERENCE - EQUIPMENT

Fill each blank with the correct homonym.

to - two - too

1. I had __________ big apples.
2. I gave an apple ____________ Alice.
3. Jerry has an apple, ________.
4. Jack moved __________ the farm.
5. I have _________ dolls.
6. The boys rode ___________ town.
7. Her hands were cold, ___________.
8. He paid ____________ cents for candy.
9. His shoes are __________ big.
10. Does he have ___________ kittens?

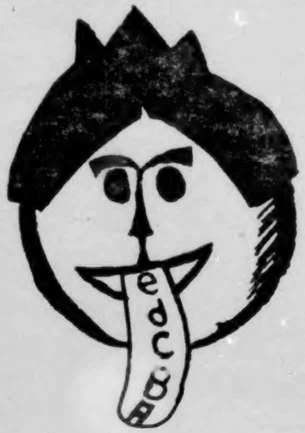
Complete each sentence by making a ring around the correct homonym.

1. I want (to, too, two) apples.
2. He does not (no, know) my name.
3. Mother is (threw, through) with her work.
4. Mary (rode, road) to school with her father.
5. My coat is (red, read).
6. Alice and Jerry live (hear, here).

II. Word Analysis

A. Phonetic Analysis
   1. Know consonant sounds (b,d,f,h,j,k,l,m,n,p, q,r,s,t,v,w,x,y,z.)

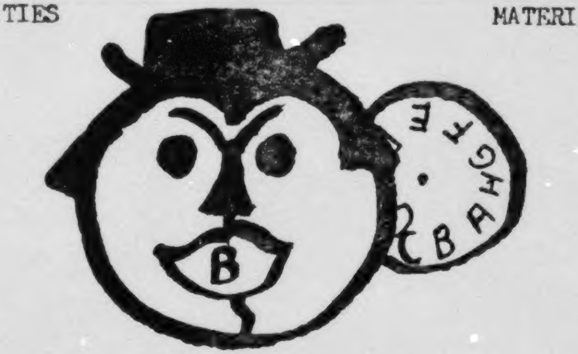
The face at right has a slit in his mouth for a paper tongue. Children enjoy pulling out the tongue and pronouncing the letters as they appear. Make up different disks and tongues for different letters.



Phonics Workbooks
 Harper Row

Phonics Records

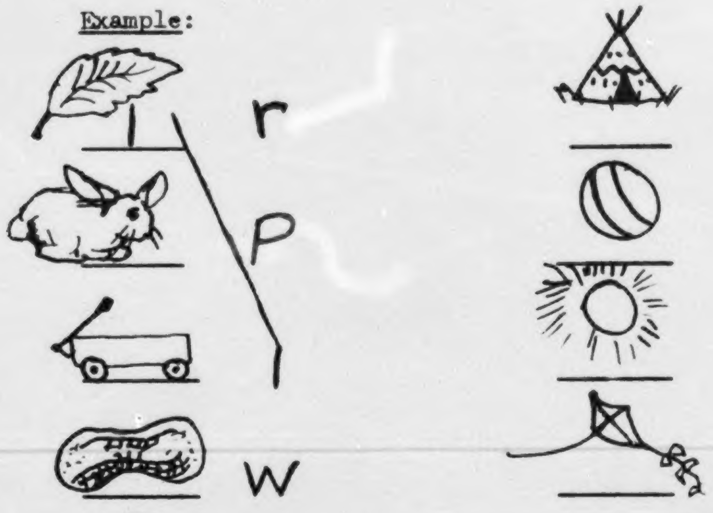
Filmstrips

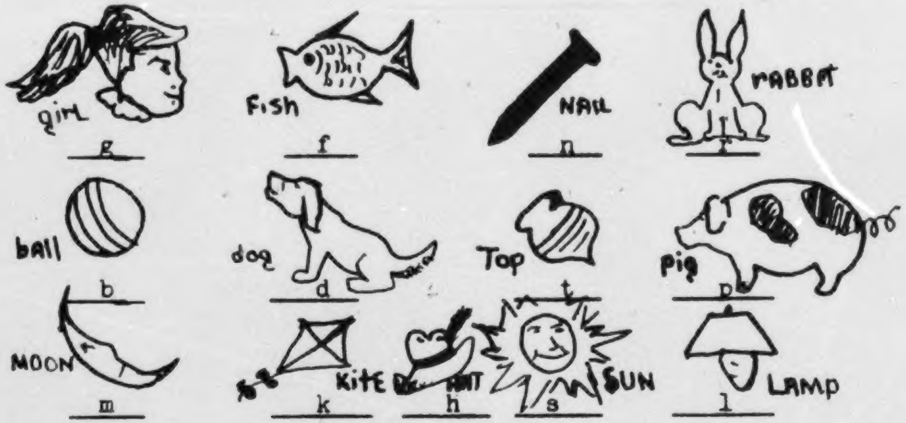
SKILLS	ACTIVITIES	MATERIALS - REFERENCE - EQUIPMENT
	This funny face says different letters of the alphabet as the disk behind his mouth is rotated. The catch: The child must speak the letters for him. Cut the face and disk from poster board and use a spread-type fastener or push pin for a center pivot.  Say Little Boy Blue and Baa Baa Black Sheep. When you hear a B sound hold up a finger. Use other poems for other letters of the alphabet.	
2. Applies these sounds to: a. initial position in words.	Student made dictionaries or charts - Children may gather pictures, bring them to school and paste them on the page where the beginning consonant sound is printed. This activity can also be used for consonant blends and vowel sounds. Match the pictures with the letters that have the same initial consonant sounds. Write the letter on the blanks under the pictures.	Poster board Paste - magazines Workbooks - or Worksheets

SKILLS | ACTIVITIES | MATERIALS - REFERENCE - EQUIPMENT

Workbooks - or - Worksheets

Example:

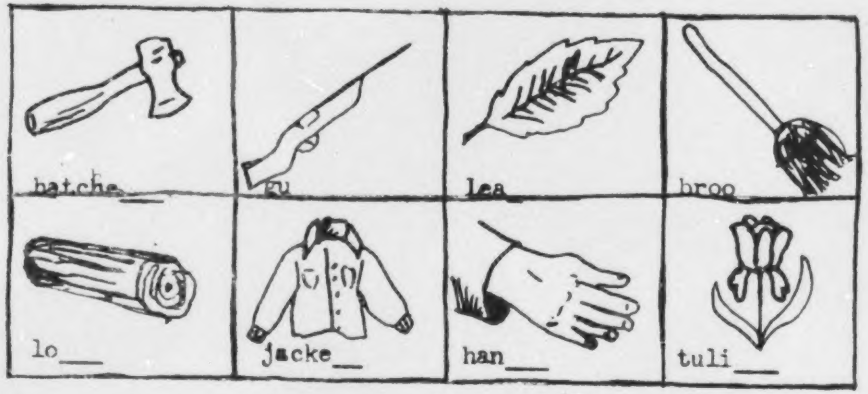



girl
g
Fish
f
NAIL
n
rABBIT
r
ball
b
dog
d
Top
t
pig
p
MOON
m
Kite
k
HAT
h
SUN
s
LAMP
l

SKILLS

b. final consonant sounds

ACTIVITIES


hatche__
gu
lea_
broo_
lo__
jacke__
han__
tuli__

Finish each word by adding the final sound and draw the pictures the word tells.

rabbi___	kitte___	goa___
trai___	ca___	do___

MATERIALS - REFERENCE - EQUIPMENT

Workbooks

SKILLS

ACTIVITIES

MATERIALS - REFERENCE - EQUIPMENT

Copy the words in each column that end alike.

May
train
play
day
the

brain
three
want
like
me

Complete the following words

rabbi__
he__
Happ__
bir__
gree__

duc__
bu__
ou__
trai__
re__

boa__
ca__
jum__
loo__
kitte__

Draw a picture that ends in:

______t

______k

______d

______g

c. medial consonant sounds

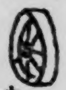
Game - Circle the Post

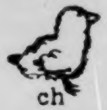
Draw three vertical lines on the chalkboard ( ) Say, "Today we are going to listen for the 'st' sound. I shall say a word. If you hear the sound of 'st' at the beginning of the word, draw a circle around the first post: if the sound of 'st' is in the middle circle, the middle post, etc. Pronounce words pausing after each to allow time for a child to circle the proper post. Examples of words to use are stop, faster, last, rooster, first:; Single consonants could be used, for example - n: nail, tender, ran, etc.

SKILLS	ACTIVITIES	MATERIALS - REFERENCE - EQUIPMENT
3. Consonant Digraphs initial - sh, ch, th, ng, wh, ck, gv final - tch, nk, ch, ck, sh	Mother hen has lost her chicks, and only boys and girls whoare up on their phonics know how to find them. The chicks have to be called by name, and their names , in this example, are words demonstrating the digraph "ck." You can draw the hen on the chalkboard or make her from paper for mounting on the bulletin board. Have pupils cut the chicks from yellow paper and "name" them to suit the rule you're emphasizing. A child sticks a chick on the board after correctly sounding his name.	

Make a big wheel, write a "wh" word on each spoke. How fast can you spin the wheel by saying the 'wh' words? What, which, who, where, why, when.

Say the name of the picture in each box. Write the missing letters in its name.


wh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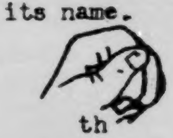
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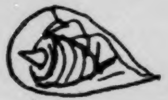
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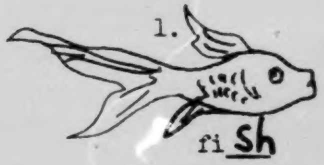
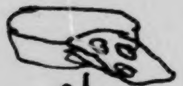
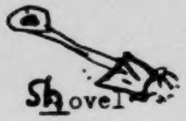

fiSh

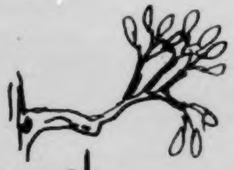
2.


Cheese

3.


Shovel

4.

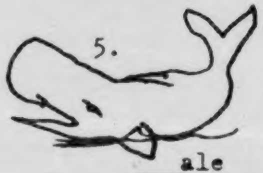

branChes

SKILLS

ACTIVITIES

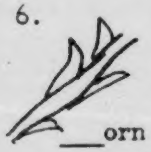
MATERIALS - REFERENCE - EQUIPMENT

5.



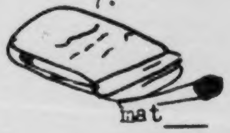
___ale

6.



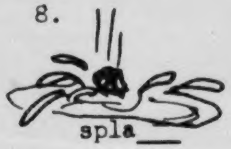
___orn

7.



mat___

8.



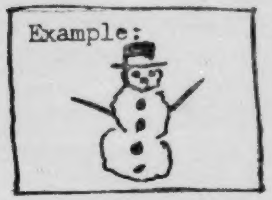
spla___

4. Consonant Blends
br, cr, dr, fr, gr, tr,
bl, cl, fl, pl, sl, sn,
st, nk, thr, spr, str,
sgu, sch

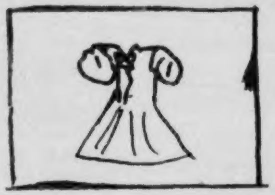
Write the blend that begins the name of the picture.

Workbook or Worksheets

Example:



Sn



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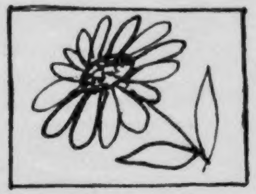

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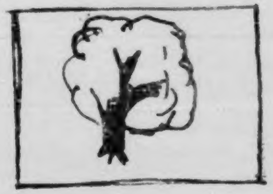

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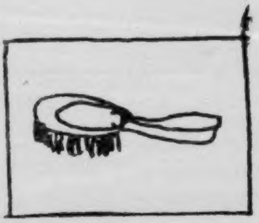

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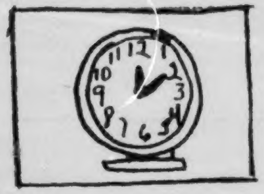

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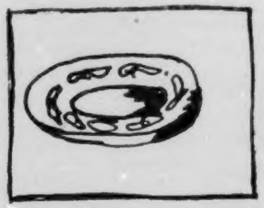

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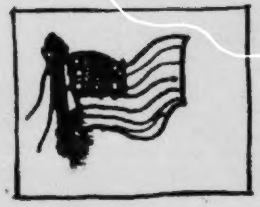

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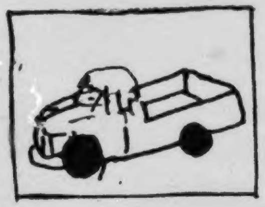

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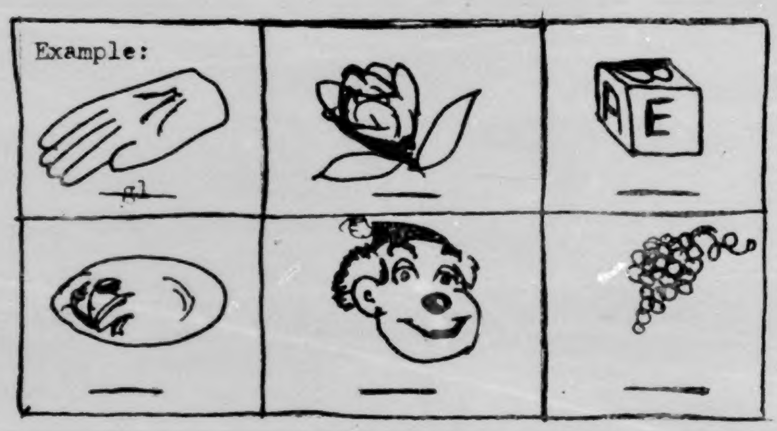
SKILLS ACTIVITIES MATERIALS - REFERENCE - EQUIPMENT

On the blank, write the blend that begins the name of the picture.



Write each of these words under the words below that begin with the same initial blend.

drip
sleep
brave

spin
bright
small

friend
dream
slip

from
speak
smoke

---

smile broke slice

________ ________ ________

________ ________ ________

fried drive spot

________ ________ ________

________ ________ ________

SKILLS

ACTIVITIES

MATERIALS - REFERENCE - EQUIPMENT

Make a ring around the three-letter initial blend in each word. Then complete the two words in each group.

street
stroller
stretch
string
str_____
str_____

sprawl
sprain
spread
sprout
spr____
spr____

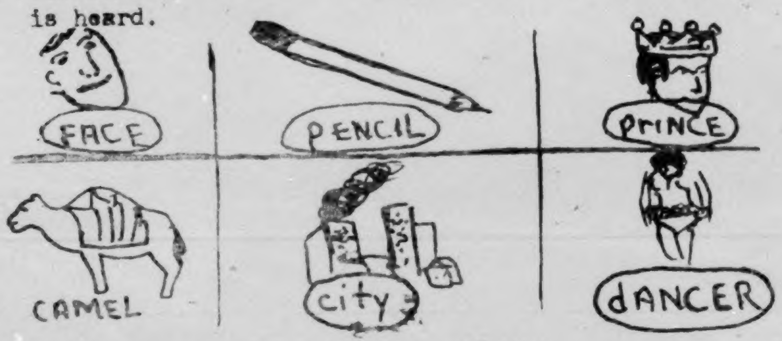
screen
scratch
scramble
scrub
scr____
scr____

Example -
Workbooks or-
Mimeographed sheets
Construction paper
magic marker

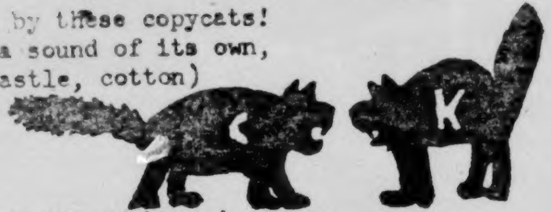
5. Two sounds of C and G:
c followed by i,e,or y makes s sound (soft sound)
c followed by a,o, or u makes k sound (hard sound)
(examples: city, cent and cat, cot)

G followed by i,e, or y makes j sound
G followed by a,o, or u makes guh sound
(examples: ginger, gym, and game, gun)

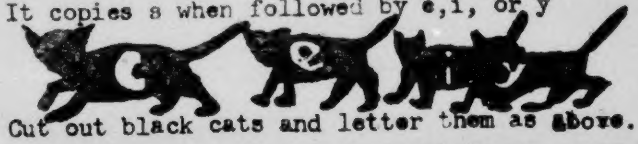
Circle each word on the page in which a soft c sound is heard.



Don't be tricked by these copycats!
C does not have a sound of its own,
it copies k - (castle, cotton)



It copies s when followed by e,i, or y



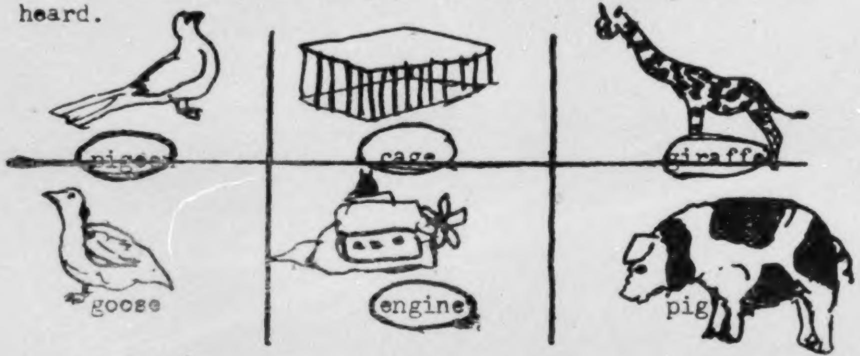
Cut out black cats and letter them as above. Pupils look for words with c sounds that copy s or k, then write the words next to the appropriate cat on the board.

SKILLS

ACTIVITIES

MATERIALS - REFERENCE - EQUIPMENT

Circle each word on the page in which a soft g sound is heard.



6. Vowels

a. Long and short vowel sounds

Vowel Activity

When introducing the long and short sound of vowels write the word "dim" on the chalkboard and ask someone to pronounce the word. Then add an "e" and ask the children to tell you the word. Do this with several words until the children notice that a final "e" although silent makes "i" have its long sound. (substitute other vowels)

Next divide the class into two groups. One group looks for words with short sounds. The other group finds words where the final "e" makes the other vowel long.

Mark the long vowels. Draw a line through the silent vowels. Example: rake rāk~~e~~

ride
hate
use
mule
note

smoke
cage
sleep
pole
board

tree
mice
kite
bait
hope

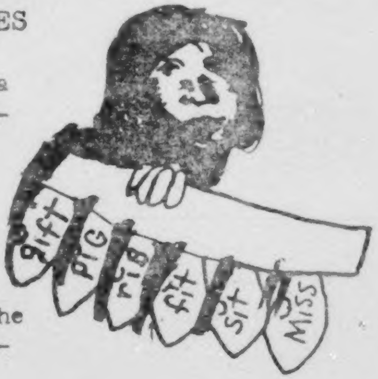
rose
lake
steep
slide
leap

Phonics Records
Tapes

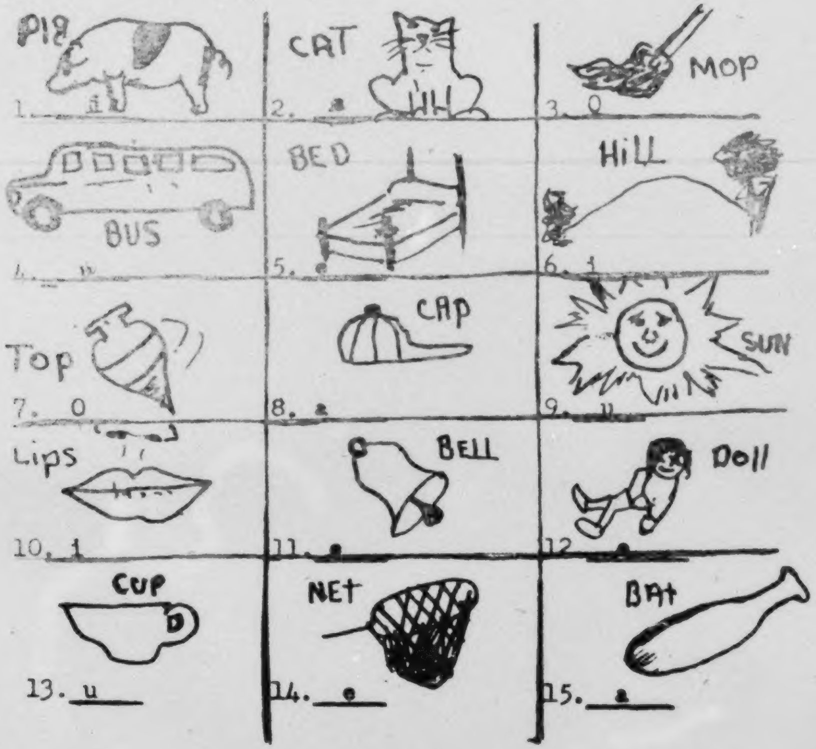
SKILLS

ACTIVITIES

Each child can become chief of a vowel tribe with an Indian headdress like this one shown. Everyone in the class makes a headband from heavy paper or cardboard and is assigned a vowel sound. Each child then makes word feathers to fit his own vowel and staples them to the headband. When the band is complete, the ends are stapled to form a circle.


gift
PIG
pig
fit
sit
MISS

Do you hear a,e,i,o, or u? Write a,e,i,o,u.


Pig
CAT
MOP
BUS
BED
HiLL
Top
CAP
SUN
Lips
BELL
Doll
CUP
NET
BAt

1. i
2. a
3. o
4. u
5. e
6. i
7. o
8. a
9. u
10. i
11. e
12. o
13. u
14. e
15. a

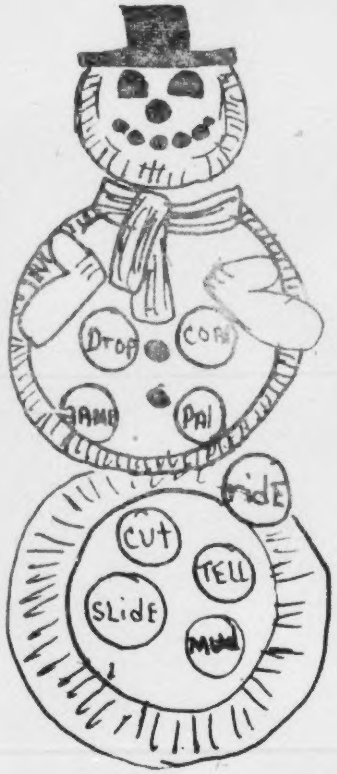
MATERIALS - REFERENCE - EQUIPMENT

Heavy paper or cardboard
Magic markers

Workbooks - or
Mimeographed sheets

SKILLS	ACTIVITIES	MATERIALS - REFERENCE - EQUIPMENT
	When there is only one vowel in a word, that vowel is usually short. When there are two vowels in a word, the first vowel is usually long. Write the words with short vowels on the left side of the paper, and the words with long vowels on the right side of the paper. gold, run, cub, ride, man, coat, glad, mean, make, fun, place, sun, chest, am, frail, at, ate, rain, beach	Paper plates Construction paper magic markers pins - tape

What's winter without a snowball fight? This one won't break out windows or school rules, but it will strengthen vowel learnings and help build vocabulary. Make a snowman with three paper plates and dress him with a black paper hat and colorful mittens. Prepare a pile of "snowballs" (circles of paper with a word written on each. Set up two teams. A child picks a snowball and gives the word and its vowel sound. If he's correct, he gets to "throw" his snowball at the snowman) actually pinning or pasting it on. The team with the most "hits" wins.

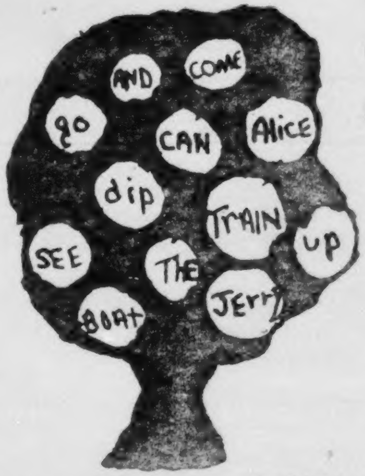


SKILLS

ACTIVITIES

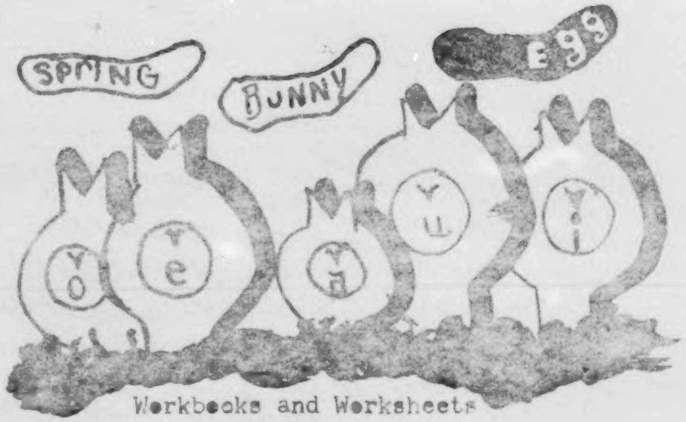
MATERIALS - REFERENCE - EQUIPMENT

This apple-picking idea catches a child's fancy. Cut out the tree or draw it in chalk. The apple cutouts are held on by pins or double-sided tape. Each child sees how many apples he can pick off by telling whether the vowel is long or short.



Construction paper
Magic markers
Pins - tape

Early birds get the worms, and pupils get vowel practice in this springtime activity. Cut a nest from poster board and paste twigs, leaves, and bits of string to it for a 3-D effect. Each yellow paper baby bird has a "mouth" made by rolling a piece of paper and stapling it to the back side of the head. Fill a jar with brown paper worms, each with a word on it. A child selects a word worm and "feeds" it to the bird marked with the matching vowel sound.



b. Vowel Digraphs
ai, oa, ay, ea, ee, ow, av, aw, ei, ew, oo, ew

The vowel pairs in each word make only one sound. On the blank opposite each word, write the vowel sound that is heard. Example: tail a

read ___ goat ___ slain ___
beat ___ please ___ toad ___
leave ___ float ___ wait ___
afraid ___ meat ___ seat ___
grain ___ fail ___ bait ___

Workbooks and Worksheets

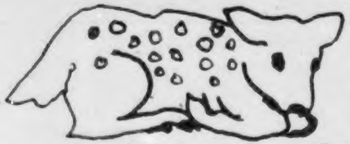
SKILLS

ACTIVITIES

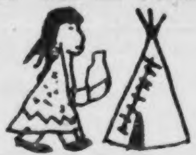
MATERIALS - REFERENCE - EQUIPMENT

Workbooks
Worksheets

See the pictures. Say the words. Hear the aw sound.



aw



A baby deer is a fawn. An Indian woman is a squaw.

Write aw on the lines to make words.

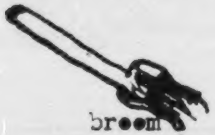
r____
dr____
j____

l____
p____
s____

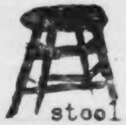
cl____
cr____l
th____

h____k
l____n
d____n

See the pictures. Say the words. Hear the oo sound.



broom



stool

This is the long sound of oo.

Write oo on the lines to make words.

s____n
g____se
t____th
t____l

sch____l
r____m
sp____l
r____st

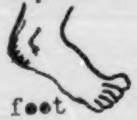
f____d
l____se
b____st
br____d

SKILLS

ACTIVITIES

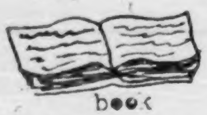
MATERIALS - REFERENCE - EQUIPMENT

See the pictures. Say the words. Hear the oo sound.



foot

OO



book

This is the short sound of oo

Write oo on the lines to make words.

c___k
l___k
h___k
t___k

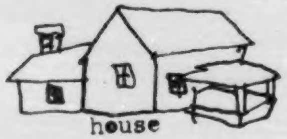
w____l
s____t
n____k
cr___k

st____d
br____k
sh____k
w_____d

c. Vowel Diphthongs
ou, ow, oi, oy

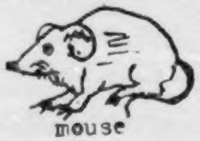
Workbooks or Worksheets

See the pictures. Say the words. Hear the ou sound.



house

OU



mouse

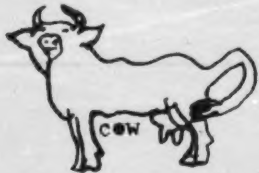
Write ou on the lines to make words.

m____se
s____nd
p____nd
f____nd
b____nd

c____nt
m____nt
r____t
tr___t
r____nd

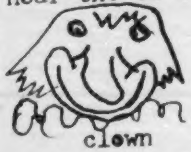
gr____nd
l_____d
cl____d
p_____t
sp____t

See the pictures. Say the words. Hear the ow sound.



cow

OW



clown

Write ow on the lines to make words.

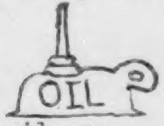
SKILLS ACTIVITIES MATERIALS - REFERENCE - EQUIPMENT

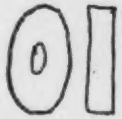
h____
h____l
f____l
b____er

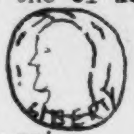
n_____
d_____n
d_____n
p_____der

br____n
t_____n
t_____er
g_____n

See the pictures. Say the words. Hear the oi sound.


oil can



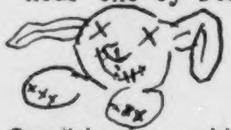

coin

Write oi on the lines to make words.

c____l s____l j____nt m____st
b____l j____n p____nt sp___l

See the pictures. Say the words. Hear the oy sound.

Roy is a boy.


See his toy rabbit.

The letters oi and oy have the same sound.

Write oy on the lines to make words.

b___ j____ t_____ R______

Write a rhyming word on the line.

boil boy join joy

______ ________ ______ _______

SKILLS

d. Vowels controlled by r

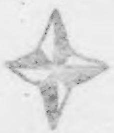
ACTIVITIES

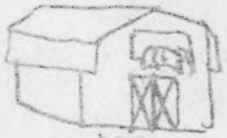
See the pictures. Say the words.

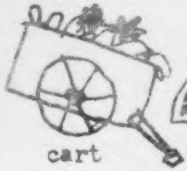
Sometimes a before r makes r say its name.

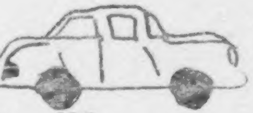
ar

Write ar on the lines. Say the words.


star


barn


cart


car

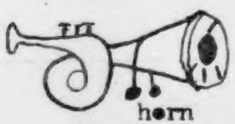
sc____
sp____k
c_____d
sh____p
p_____t

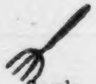
m____ket
f____mer
c____pet
p_____tner
t____get

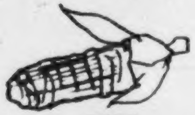
_____m
sp_____kle
y_____d
m_____ble
g____den

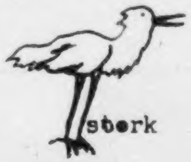
See the pictures. Say the words. Hear the sound or makes.

or


horn


fork


corn


stork

Write or on the lines. Say the words.

p____ch
sp___t
rep____t
m______e

f_____th
t_____n
______der
c_____ner

t_____ch
m_____ning
______ange
st____m

MATERIALS - REFERENCE - EQUIPMENT

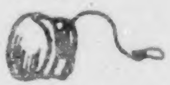
Workbooks
Mimeographed sheets

SKILLS | ACTIVITIES | MATERIALS - REFERENCE - EQUIPMENT

7. Function of "y" as a consonant at beginning of word and vowel anywhere else.

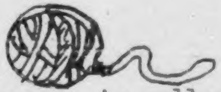
Sometimes y is a consonant. Sometimes y is a vowel. When y is at the beginning of a word it is a consonant.

Yo-yo



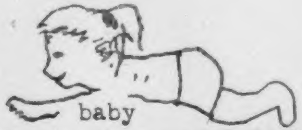
You will like your yo-yo.

yarn

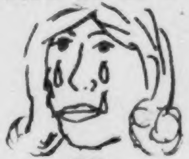


Yes, the yarn is yellow.

When y is at the end of a word it is a vowel.



baby



cry

When y is a vowel it has the same sound as i.
Sometimes it has the short sound as in baby.
Sometimes it has the long sound as in cry.

Say the words. Draw a line under the short sound of y.
Draw a line around the long sound of y.

baby fly by cry Billy try silly why
bunny puppy shy my sky bumpy Sally

In one row write the words from the following list that end with a short y. In another row write the words that end with a long y.

Sky
fry
many
any

try
plenty
spy
tiny

penny
my
try

penny
party
fly
hardly

by
dry
candy
goody

bakery
every

SKILLS | ACTIVITIES | MATERIALS - REFERENCE - EQUIPMENT

See the words. Say the words.

Draw a line under the words where y is a consonant.
Draw a line around the words where y is a vowel.

Yo-yo you why silly my candy
by yellow penny yes shy your
baby bunny yarn fuzzy yet cry

Complete each sentence with a word that has a long y sound in it. Example: Jim went by Dan's house.

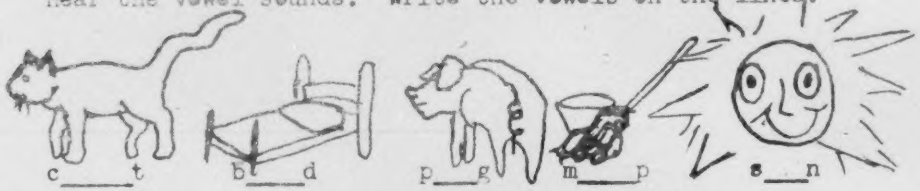
1. That is your bat, but this is ______ ball.
2. Do not let the baby ________.
3. We always ________ to do our best.
4. A bird can ________.
5. I know ________ Jack moved to the farm.
6. Mother will _________ some eggs for breakfast.

8. Phonics rules:
   a. A single vowel in a word or syllable is usually short (hat)
   b. A single e at the end of a word makes the preceding vowel long (hate)
   c. A single vowel at the end of a word is usually long (she)
   d. When there are two vowels together, the first is long and the second silent (pail, train)

Remembering Vowel Sounds

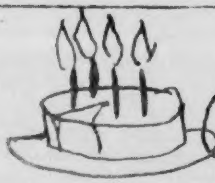
See the pictures. Say the names.
Hear the vowel sounds. Write the vowels on the lines.

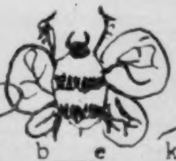
Example for worksheet

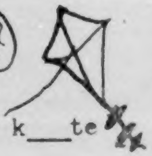


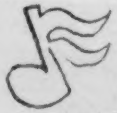
These are short vowel sounds.

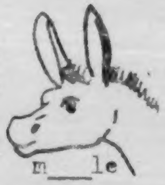
SKILLS ACTIVITIES MATERIALS - REFERENCE - EQUIPMENT


c___ke

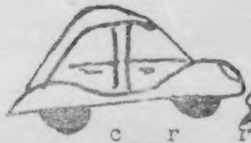

b___e

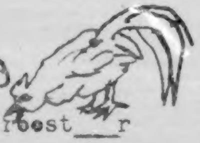

k___te

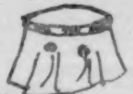

n___te

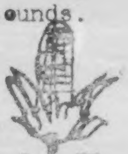

m___le

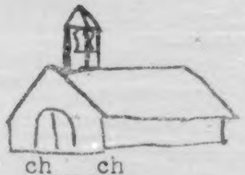
These are long vowel sounds.


c___r


roost___r


sk___rt


c___rn


ch___ch

The letter r following a vowel changes the vowel sound.
It is not a long sound or a short sound.

all	al	aw	au	ew	ue
ball	salt	paw	haul	new	blue
fall	halt	caw	Paul	dew	true
stall	bald	straw	maul	drew	glue
wall	also	raw	caught	flew	hue

1. A single vowel at the beginning or in the middle of a one-syllable word is usually short, as in at, hot.
2. A single vowel at the end of a one-syllable word is usually long, as in he.
3. When there are two vowels in a one-syllable word, the first vowel usually takes its long sound, as in meat, make.
4. A vowel followed by the letter r is neither long nor short, as in bird, farm, her, horn, care.

Write the following words. In the blank after the word, write the number of the above rule that helped you pronounce that word.

SKILLS

ACTIVITIES

MATERIALS - REFERENCE - EQUIPMENT

Example: nap 1 first 4 take 3 go 2

note ____
at ____
so ____
pride ____
mare ____
ebb ____
fleet ____
marsh ____
bray ____
rail ____

mean ____
mat ____
farm ____
shirt ____
my ____
whirl ____
bake ____
fare ____
toast ____
spy ____

kept ____
whisk ____
pass ____
king ____
scarce ____
whine ____
pest ____
hurl ____
beef ____
stem ____

9. Phonetic Parts
Children should be able to recognize and sound these phonograms by end of year
ight as in night
ind as in find
eck as in neck
ick as in sick
ack as in back
uck as in duck
ing as in sing
ike as in like
at as in bat
it as in sit
all as in call
ell as in fell
ill as in hill
ink as in wink
ank as in bank

Make houses for word families -

Make words. Use the words in sentences.

light br____
f____ fl____
light bulb t____ r____
m____ s____

1. Dad will come home on an early ____.
2. I can't get my skates on. They are too ____.
3. Where did you put the burned-out ____ bulb?
4. My bus is on the ____ side of the school.
5. I could see well in the ____ moonlight.
6. Two of the wild animals had a bad ____.
7. Next Saturday I ____ have a party.
8. His happy grin is a beautiful ____.

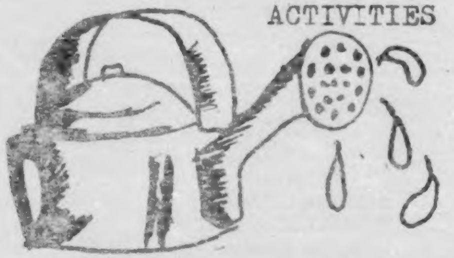
Phonetic Drill Cards
(Milton Bradley)

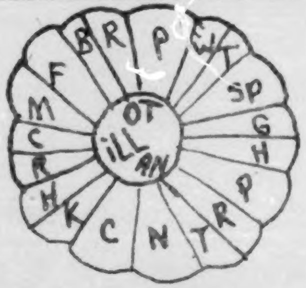
Vowel Poster Cards
(Milton Bradley)

Rainbow Word Builders

SKILLS

ACTIVITIES





What grows if this garden is kept well watered is word knowhow. Flowers are drawn on the board with word endings in the centers and word beginnings on the petals. Fill a sprinkler with "water drops" that you have cut from paper and backed with double-sided tape. A child who pronounces all possible combinations on a flower gets a chance to water the garden by pasting drops on his flower.

Read these words. Think about the underlined parts in each word. light thank turn hard join loud think soon

Use one of the underlined parts to finish one word in each sentence.

1. Did you see the driver blink his car lights?
2. What is making all that noise ?
3. We will not have school tomorrow.
4. How far can you count ?
5. Dad will put some money in the bank .
6. I like pink ribbons better than red ones.
7. Be careful! Don't burn your hand.
8. Dave can boost Mark up into the tree.
9. I cannot look at that bright light.
10. Write your answer in the blank .
11. Who will bring me a word card ?

MATERIALS - REFERENCE - EQUIPMENT

Construction Paper
Markers

Worksheets

SKILLS

B. Structural Analysis
   1. Finding little words in big words

ACTIVITIES

In each word circle a little word you see and hear.

Example: sat dandy taller

blink
mask
mill
seat
around
opened

shout
bold
blunder
thin
late
stray

batter
wind
western
better
jumping
comes

Make a ring around the little word that begins each of these words. Example: bigger.

stopped
running
hotter
wagging
hopping
winning
longest
mopping
deeper

hardest
farmer
painter
faster
higher
shorter
loudest
needed
playing

bitter
pulling
putting
keeper
cleaned
showed
trained
worked
pushing

Draw a ring around the little word in the big word.

catch
and
cat
cart
bring

ball
Spot
that
this
farm

mother
not
play
shop
start

then
train
penny
goat
stand

Cross out the first letter in each word to make a new word. Write the new word on the blank.

1. told __________
2. pants __________
3. heat __________
4. mice __________
5. mate __________
6. fat __________

MATERIALS - REFERENCE - EQUIPMENT

Workbooks or Mimeographed

SKILLS ACTIVITIES MATERIALS - REFERENCE - EQUIPMENT

7. call __________ 10. land __________ 13. dear ________
8. his __________ 11. mend __________ 14. across ______
9. never__________ 12. peach ________ 15. many ________

2. Compound Words

Make a line from a word in Column 1 to a word in Column II that forms a compound word.

Worksheets
Mimeographed sheets

	I	II
Example:	my	stack
	any	other
	out	top
	an	self
	may	side
	hill	be
	snow	storm
	hay	one
	can	boy
	candle	ground
	play	not
	cow	stick

Write the two words and use them to make a compound word.

Example: tip toe
tiptoe

1.	arrow	head
2.	back	bone
3.	bean	bag
4.	flash	light
5.	rain	bow
6.	black	berry
7.	down	stairs
8.	some	thing
9.	class	mate
10.	base	ball

COMPOUND WORDS

Make a circle around each of the two words that make the compound word.

Example: afternoon

playground
today
housetop
anyone
beside
forgive
forget
inside
myself
outside
wildfire
sometime
tonight
yourself
newspaper
railroad
sidewalk
somewhere
baseball
grandfather
grandmother
nobody
seashore

Game - Use word cards that will make good compound words. Children may deal hands of cards like Old Maid, When a child is able to match two cards to make a compound word, he calls that a pair. The winner has the most pairs.

Write one of the following words on the blank to complete the compound word in each sentence.

mill berries get side day
self man paper night way

1. Jack picked straw ________.
2. We made a wind ___________.
3. There will be school to ________.
4. Do not for ________ your hat.
5. We will play out __________.
6. He hurt him _________.
7. The truck ran off the high ______.
8. The story was in the news _______.
9. I will go to bed to _________.
10. We made a pretty snow ________.

SKILLS

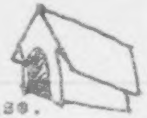
3. Possessives and common word endings.
's er en
d est ful
ed y less
ing ly ness
t

ACTIVITIES

Write each sentence in a different way.

The dog is in a new house.

It is the dog's house.



Ann made a picture.

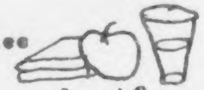
Can you find ___________ picture?

David told me a secret.

I will not tell ________ secret.

Janet had a big lunch

Did you see ____________ lunch?



________ has a ball.
Billy Billy's

________ ball is blue.
Billy Billy's

1. Mary ran to see ________ bike.
Mike Mike's

2. Mother said, "Tell ______ to come."
Mary Mary's

3. Jeff has _____ ball.
Bolo Bolo's

4. Mike asked for a big _______ bike.
boy's boy

5. _____father has a farm.
Van's Van

MATERIALS - REFERENCE - EQUIPMENT

Workbooks or
Mimeographed sheets

SKILLS ACTIVITIES MATERIALS - REFERENCE - EQUIPMENT

6. Jeff rides with a ____________.
cowboy cowboy's

7. Velvet ran after ____________ ball.
Mary Mary's

8. Jeff ran to see ____________.
Daddy Daddy's

Divide paper into sections. Draw and write the captions in the possessive form.

Tag board

Mary's house	Bill's Pet
Jerry's boat	Todd's car

Add the suffix ful to each word below. Use the new word in a sentence of your own.

Add the suffix less to each word below. Use the new word in a sentence of your own.

harm
use
thought
care
rest
thank

Example: harmful harmless
1. Climbing a ladder may be harmful.
2. That animal is harmless.

SKILLS

ACTIVITIES

MATERIALS - REFERENCE - EQUIPMENT

Add the suffix ly to the following words. Then write these new words on the blanks in the sentences.

Mimeographed sheets

slow, sad, glad, bright, soft

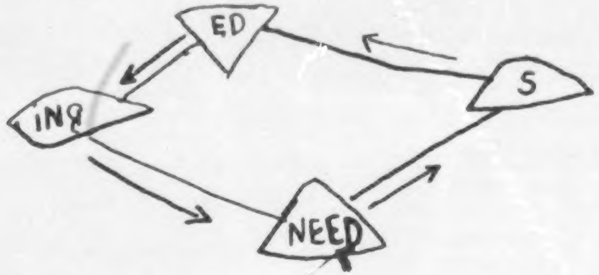
1. The turtle crawled __________ down the road.
2. Ann sang ___________ to the baby.
3. The sun shown _____________ on the lake.
4. "I'm sorry I can't go with you," Wayne said ________.
5. I will ____________ help you.

Complete the sentences correctly by adding ing or ed to the underlined words.

Worksheets

1. The ship is travel ____ on the ocean.
2. Ropes are toss ____ to the tugs.
3. The children are drink ____ milk.
4. The ship land ____ safely.
5. The snowman look ____ like a farmer.
6. Many squirrels hunt ____ for nuts.

Game - Word Endings - Baseball
Draw a diagram of a baseball diamond on board. Place a word ending (s,ed,ing, etc.) on each base. The 1st batter of team A starts with the word ending in the box at 1st base. He is asked to give a word ending with these letters. If he can do so for each base a run is scored for his team. If he fails on any base, he is out. Three outs and the other team gets a chance at bat.



SKILLS

4. Contractions

ACTIVITIES

Read the words at the left. On the two lines next to the word write the two words which mean the same thing. The first one is done for you.

doesn't does not
can't ________ ________
let's ________ ________
don't ________ ________
we're ________ ________
it's ________ ________
that's ________ ________
couldn't ________ ________
I'm ________ ________
you're ________ ________
didn't ________ ________
wasn't ________ ________

Game -
Distribute cards with contractions written on them. One child goes to front and holds up a card. The child with a matching card takes his place. Continue until all cards are matched.

don't do not
won't will not
can't can not
etc.

Write contractions on the blanks for each of these words.
Example: cannot can't

1. did not ________
2. is not ________
3. it is ________
4. do not ________
5. will not ________
6. does not ________
7. could not ________
9. you are ________
10. will not ________
11. that is ________
12. I wil ________
13. have not ________
14. has not ________
15. she is ________

MATERIALS - REFERENCE - EQUIPMENT

Workbooks

Mimeographed worksheets

Poster board

SKILLS | ACTIVITIES | MATERIALS - REFERENCE - EQUIPMENT

Write the correct contraction to complete each sentence.

1. She (don't, doesn't) run fast.
2. He (hasn't, haven't) a book.
3. You (shouldn't, wouldn't) play in the street.
4. They (isn't, aren't) talking.
5. Dick (weren't, wasn't) singing in the room.
6. They (wasn't, weren't) running fast.
7. He (doesn't, don't) want to go fast.
8. We (doesn't, don't) mind the rain.
9. We (don't, doesn't) have shoes.
10. The books (weren't, wasn't) on the shelf.

5. Root words or base words

Make a ring around the base word in each word.
Example: hunting

1. going
2. seeing
3. looking
4. eating
5. playing
6. jumping
7. sunny
8. funny
9. finding
10. working
11. catching
12. laughing

Workbooks
Worksheets

Write the base word on the blank.
Example: working work

1. safety ____________
2. washed ____________
3. softly ____________
4. named ____________
5. laughing ____________
6. singing ____________
7. sweetly ____________
8. barked ____________
9. motherly ____________
10. milked ____________

Underscore the letter, or letters, that have been added to the base words.

Example:	stay	stays	stayed	staying
1.	look	looks	looked	looking
2.	walk	walks	walked	walking
3.	play	plays	played	playing
4.	want	wants	wanted	wanting
5.	talk	talks	talked	talking
6.	open	opens	opened	opening

SKILLS

ACTIVITIES

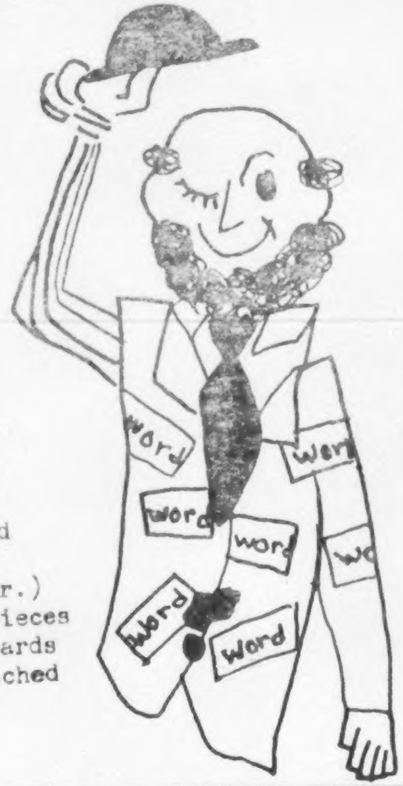
Make new words by adding s, ed, or ing to the base words.

climb ________ ________ ________
help ________ ________ ________
laugh ________ ________ ________
work ________ ________ ________
jump ________ ________ ________
talk ________ ________ ________
look ________ ________ ________
pull ________ ________ ________
walk ________ ________ ________
call ________ ________ ________
play ________ ________ ________

PATCHES

This fellow in the tattered suit gives you a chance to do some patching with word cards. Children can make their own flash cards, cutting irregular shapes from scraps of paper and then lettering them. A small group of children will enjoy playing with this funny man without the teacher.

Try covering him with prefixes, suffixes, and root words and letting the player pick off the patches to make complete words. (They should be replaced so that they are available for the next player.) You may want to use actual pieces of cloth for patches. The cards are then placed over the patched areas.



MATERIALS - REFERENCE - EQUIPMENT

Workbooks

Mimeographed sheets

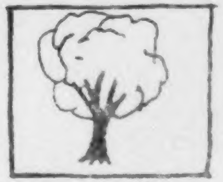
Poster board or cardboard
Magic markers
Construction paper

SKILLS

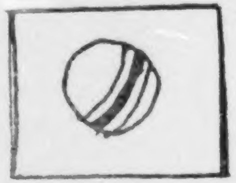
6. Syllabication and Accent

ACTIVITIES

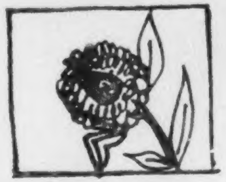
Under the picture write the number of syllables that are in the name of the picture.



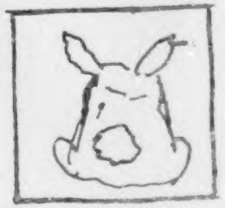
Example: 1



____



____



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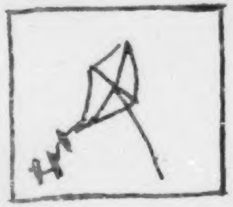

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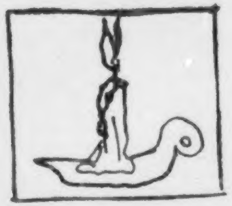

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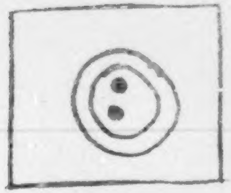

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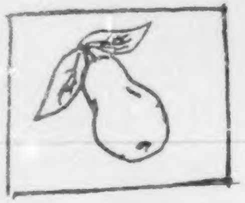

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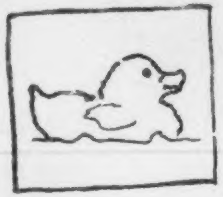

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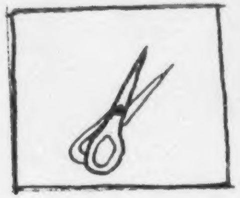

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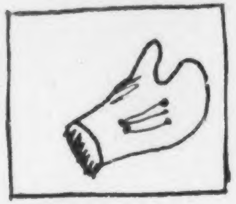

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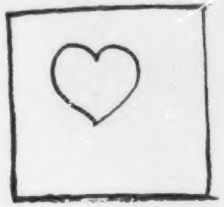


____

MATERIALS - REFERENCE - EQUIPMENT

Workbooks
or
Worksheets

SKILLS

ACTIVITIES

MATERIALS - REFERENCE - EQUIPMENT

On the blank, write the number of syllables in the word. Example: pretty 2 animal ___

dog	___	tall	___	spot	___
beautiful	___	letter	___	Sunday	___
nice	___	Patsy	___	man	___
jumping	___	faster	___	middle	___
no	___	word	___	hear	___
little	___	tomato	___	garden	___

Write each word by syllables, place the accent mark, and mark the vowel in the accented syllable.
Example: station stā´tion

village
perhaps
gate man
animal

yesterday
tiptoe
friendly
running

Write these words and make a line under each syllable.
Example: beau ti ful reading yellow

pretty
chimney
puddle
ugly
funny

hurry
happen
better
garden
really

friendly
Monday
wonder
suddenly
only

SKILLS

III. Comprehension

A. Association of ideas of material read
   1. Drawing logical conclusions

ACTIVITIES

What Am I?

You may see me in a building and on the street. People put things in me that go far away. The things may travel by airplane, bus, boat, and train.
I am a ____________________.

high building   letter box   truck

You may see me in high buildings. I am something that people take but cannot keep. I do not stay in one place very long. When I go up, I must come down.
I am ____________________.

a bus   an airplane   an elevator

Read the jokes and sentences on this page, then write the number of the joke after the sentence that tells about it.

1. Jack came home from school. "Mother," he said. "Last week Miss Barker said 1 and 5 make 6. Two days ago she said 4 and 2 make 6. This morning she said 3 and 3 make 6. I am not going back to school until she finds out what is right!"

2. "I heard about a good tree in school this morning," said Polly. "If one grew in our yard, we would not need a watchdog."
   "What tree is that?" asked Jack. "A dogwood tree," answered Polly. "It has lots of bark!"

MATERIALS - REFERENCE - EQUIPMENT

Basal Readers

Workbooks

ACTIVITIES

MATERIALS - REFERENCE - EQUIPMENT

SKILLS

3. "Dick," said his mother. "Please run over to see how old Mrs. Hill is."
Dick came back in a short time. "Mother," he said with a smile. "Mrs. Hill says that she will not tell how old she is!"

4. Mr. Short's watch fell on the floor one morning. "Did your watch stop when it fell on the floor?" asked Bill. "Yes," answered his father. "It did not go through the floor!"

5. "Why is Penny singing so long tonight?" asked Ted. "She wants to sing the baby to sleep," answered his mother. "Oh, my," laughed Ted. "If I were the baby, I would make Penny think I were sleeping now."

6. Freddie came home from a party. "A little boy fell and everyone in the crowd laughed but me," he said. "I am glad you did not laugh," said his mother.
"I did not want to," said Freddie. "I was the little boy!"

A girl thought a tree could make a noise. ____
A boy thought his mother did not know how old a friend was. ____
A boy knew very little about his schoolwork. ____
A mother thought her boy knew how to be good. ____
A boy was thinking about the wheels of a watch. ____
A boy thought his sister was a poor singer. ____

Read each story and the question under it. Decide why each story is funny and draw a line under the one sentence below the story that gives the reason.

SKILLS ACTIVITIES MATERIALS - REFERENCE - EQUIPMENT

An old rabbit went for a walk in the woods. He could get along fast for an old rabbit.

When he came to a brook, he thought, "I will jump over it."

But first the rabbit pulled off his tail and put it on his head. He did not want it to get in the water.

Why is this story funny? A rabbit was in the woods.
A rabbit pulled off his tail.
There was water in a brook.

Twin pigs looked at the sky. How pretty it looked! They thought the sky would be a safe place to build a home. So the pigs put their clothes into a bag. They put some apples into the bag, too. Then they began to fly up into the pretty sky.

Why is this story funny? Pigs began to fly like birds.
Two pigs looked at the sky.
The sky was pretty.

Mr. Fields had a clever horse named Happy. On warm days he would put an old hat on Happy's head. One day Happy wanted to surprise Mr. Fields. If she had to wear a hat, she would wear other clothes, too. When Mr. Fields went to the barn, he saw Happy wearing a new coat.

Why is this story funny? A clever horse had a name.
A man put a hat on a horse.
A horse put on a new coat.

SKILLS	ACTIVITIES	MATERIALS - REFERENCE - EQUIPMENT
	A little black dog and a white dog walked into a bookstore. The black dog looked at some books. Just then the white dog looked into a handbag she had brought along. She took out her glasses and put them on her nose. Then the white dog could see the books, too. Why is this story funny? Books were in a store. A dog put glasses on her nose. Two dogs were friends.	
2. Predicting Outcomes	Mother was going to see a friend. She wanted to take some wild flowers. "Jack! Jill!" she called. "Listen! I want some wild flowers to take with me. Will you go into the field and pick some for me?" "Yes! Yes!" said both of the children. So they went back to the grassy field. By the little stream they found many more wild flowers. This time they saw no snake and no mice, but they did see some bugs. The children didn't care about the bugs. Soon the basket was almost full of wild flowers. They wanted a few more. All at once it seemed dark. What was going to happen now? Think! What is going to happen? Why did it get dark all at once? Draw a picture that tells. Drawings will vary.	Magazine Storybook Basal reader

SKILLS ACTIVITIES MATERIALS - REFERENCE - EQUIPMENT

Grandmother was sorry that Roy did not hang up his coat and cap. It was almost time for his birthday. She had planned to get him a new hat.

"What shall I do?" she was thinking. "Roy doesn't take care of his things. He would not hang up a new hat. Shall I get him one?"

She thought a long time. She smiled. Then she went to the hooks and took down her coat. She took down Father's and Mother's too. "Come here, Roy," she called. When he came, Roy saw all the coats on the floor. "If your coat and cap are on the floor, the other things should be there, too," Grandmother said to him.

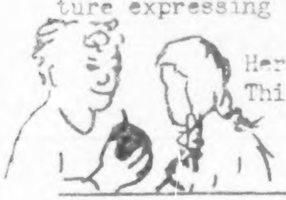
Roy didn't say a thing. He put his things on the hooks.

Do you think Grandmother got Roy a new hat?
Write what you think happened.

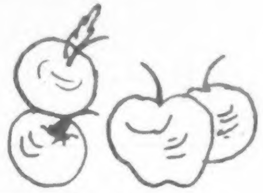
Answeres will vary.

4. Associating Text with Pictures

Read each sentence and then draw a line to the picture expressing its meaning.



Here are four big apples.
This big apple is for you.

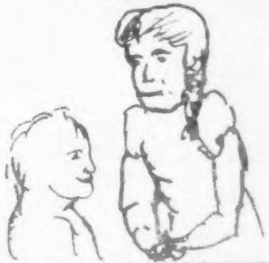


Workbook
or
Mimeograph sheets

SKILLS

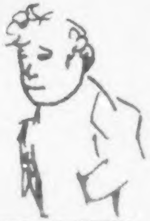
ACTIVITIES

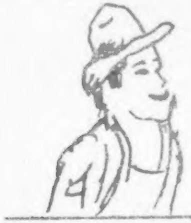
MATERIALS - REFERENCE - EQUIPMENT



Please take the baby for a ride.

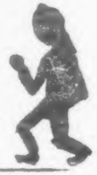
I will take my money from my pocket.

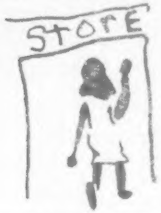




The boys will have a jolly time.

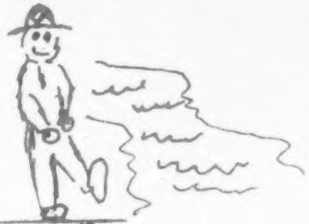
This man looks very jolly.

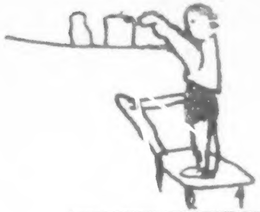




I walked by the river.

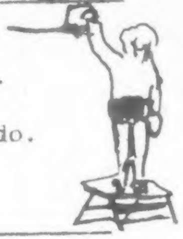
I went into the store to buy some apples.





You had better not do this.

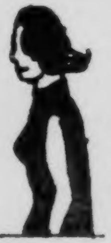
This is a better thing to do.



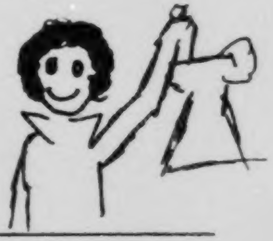
SKILLS | ACTIVITIES | MATERIALS - REFERENCE - EQUIPMENT

Draw lines under the two sentences that tell about the picture.

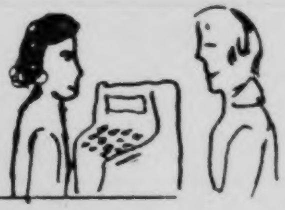
Eddie is wearing a pretty dress.
Eddie talks to a woman.
Annie Pat looks very pretty.



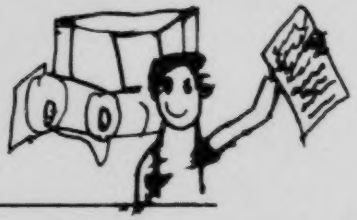
A man wants to buy something.
A woman is buying clothes.
Eddie is with the woman.



Annie Pat hangs up her clothes.
She has left clothes on her bed.
She is wearing pretty clothes.



A printing press is running.
The press is printing newspapers.
One of the workers is a woman.



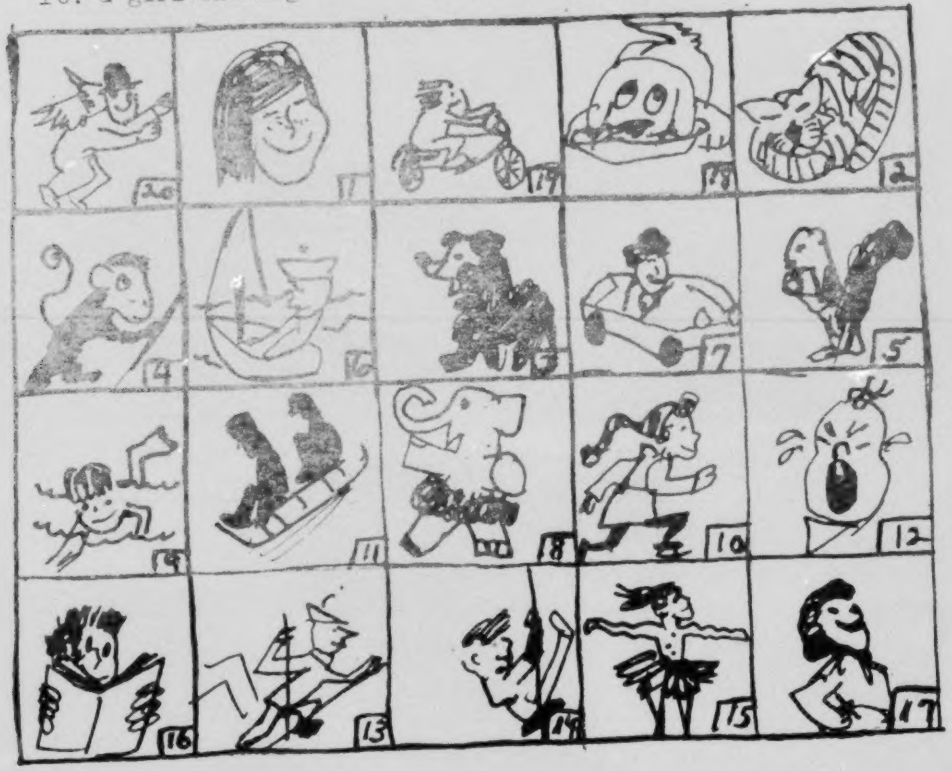
ACTIVITIES

MATERIALS - REFERENCE - EQUIPMENT

SKILLS

Read the twenty phrases. Put the number of each phrase in the box with its matching picture.

1. a girl smiling
2. a tiger sleeping
3. a bear walking
4. a monkey climbing
5. a squirrel eating
6. a man sailing
7. a lady driving
8. an elephant dancing
9. a boy swimming
10. a girl skating
11. two boys sledding
12. a baby crying
13. a man climbing
14. a boy swinging
15. a girl dancing
16. a boy reading
17. a girl writing
18. a dog eating
19. a boy bicycling
20. a man flying



SKILLS

B. Organization of Ideas
   1. Following printed directions

ACTIVITIES

Make a line from the sentence to the correct word. In the box above the word, draw the picture the word tells.

Example:

I can sing.

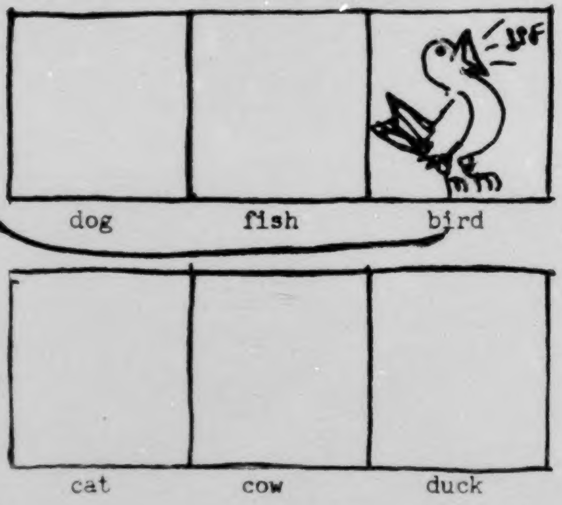
1. I live in water.

2. I can bark.

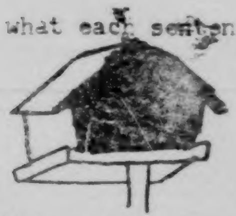
3. I say, "Moo, moo!"

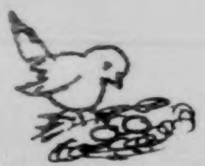
4. I say, "Quack, quack."

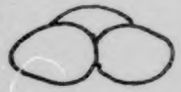
5. I like milk.

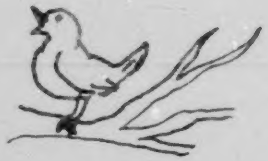


Do what each sentence tells.









1. Make a line from the bird in the tree to the bird house.
2. Put XX on the three eggs.
3. Put a ○ around the bird on the nest.
4. Put a _____ under the two eggs in the nest.
5. Put a □ around the bird in the tree.

MATERIALS - REFERENCE - EQUIPMENT

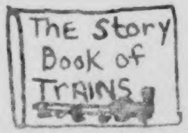
SKILLS ACTIVITIES MATERIALS - REFERENCE - EQUIPMENT

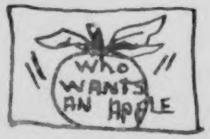
Circle the words according to the directions.

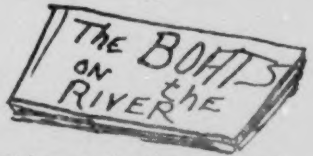
1. Find two colors: green blue wagon tree
2. Find three foods: cat peas milk apples
3. Find two rides: ball bus doll boat
4. Find three toys: top bat tree marbles
5. Find two animals: rose puppy kitten orange

Read each direction. Draw a line under each book it tells you to find.

Find a book that may tell a story about a sailboat.


The Story Book of TRAINS




The BOATS ON the RIVER

Read the stories and follow the directions at the end of each one.

1. I am big.
   I am painted white.
   I am a home for books.
   Make my picture.

---

2. We are good friends.
   We are named Susan and Sally.
   Draw our pictures. Remember
   I am Sally. I have on a
   blue dress. My friend wears
   a red one. Print our names
   under our pictures.

---

3. My name is Miss White.
   I teach the second grade.
   I have red hair and blue
   eyes. Draw my head and
   shoulders

SKILLS

ACTIVITIES

MATERIALS - REFERENCE - EQUIPMENT

Game - Silent Sams

Small sheets of paper

Letter some simple directions for actions that can be pantomimed on small sheets of paper. Fold them and place them in a box with an opening large enough so that a child can reach in and take one. A "leader" walks around the room letting each child take a note from the box. Silence prevails! As soon as the papers are read they are refolded and returned to the box. The child pantomimes the directions on the paper and the others guess.

2. Finding Main Idea

Basal Readers

Workbooks

In the story "Jimmy Finds a Way," Jimmy goes to a new school. Have you ever had to go to a new school?

Parting with old friends can make you sad. But it is fun to make new friends every place you go.

As soon as you go to another school, you will find that other children will want to be friends with you. Before long, they will be old friends.

Draw a line under the best name for the story you just read.

Going to School
You and Your Friends
A New School

Pat was holding a ball. "We live on a big ball," he said. "If we ever wanted to walk around the ball, it would take us years."

"Yes," said Ted. "We would not have to turn around to get home. If we bagan from here, we could walk right back to this spot."

Turn Around
Around a Big Ball
A Big Doll

SKILLS | ACTIVITIES | MATERIALS - REFERENCE - EQUIPMENT

"Did you ever see a flying fish?" asked Ted. "I have heard of them, but I have never seen one," answered Pat. "My sister saw one," said Jack. "She said that they use their tails to help them fly. Sometimes they fly many yards before they land again."

Flying Boats
Sister's Travels
Flying Fish

Pick the Best Title for the Story

Time and time again, Linda read the story of Little Red Riding Hood and the big bad wolf. She read that Red Riding Hood mistook the wolf for her grandma.

"What a dreadful thing to happen," said Linda. "When I go wandering in the meadow, I will never trust any wolf, for it appears to me that they're cruel to young children. Of course, there are many pleasant and friendly animals living in the woods. They are ready to be our friends."

Then she added, "I'd choose a woodpecker to be my friend."

☐ Little Red Riding Hood
☐ The Wolf Meets Linda
☐ Red Riding Hood Teaches Linda About a Wolf

SKILLS

3. Following Plot Sequence

ACTIVITIES

Number the sentences in each block in the proper sequence. 1 - 3

____ The mother bird fed her babies.
____ There were four blue eggs in the nest.
____ Away flew all the birds.

____ My teacher put them in a pretty vase.
____ I took some of the flowers to school.
____ One day Mother planted some flower seeds.

Number the sentences in the order in which the events happened in the story.

1 - 4 ____ Little Red Riding Hood started to Grandmother's house.
____ The wolf started talking to Red Riding Hood.
____ She met an old wolf.

5 - 8 ____ The wolf ran after Red Riding Hood.
____ The wolf came to Grandmother's house.
____ Red Riding Hood talked to the wolf in Grandmother's bed.
____ The woodcutters killed the old wolf.

Write the sentences in order. Make them tell a story.

Then he ran outside to play.
One morning John woke up early.
He put on his clothes.
He jumped out of bed.

1. ____________________
2. ____________________
3. ____________________
4. ____________________

MATERIALS - REFERENCE - EQUIPMENT

Mimeographed Sheets

SKILLS

ACTIVITIES

MATERIALS - REFERENCE - EQUIPMENT

Bill ran upstairs. He was late. Quickly he took off his new coat. He put on his old things and went downstairs. Bill didn't go fast. He might fall down, and he didn't want to hurt himself.

Outside Joe was sitting on the steps. The two boys were going to the playground. They ran as fast as they could go. The other boys were there and had started a game. Joe and Bill wanted to play, too.

These sentences are not in order.
Write them again.
Put them in the right order.

Joe was sitting outside.
Bill ran upstairs.
He went downstairs slowly.
He put on his old things.

1. ______________________________.
2. ______________________________.
3. ______________________________.
4. ______________________________.

C. Locating Information
   1. Using table of contents, page numbers, and titles.

Dick and Bill wanted to build boats for the boat show at school. The time was short, so they had to work fast. There was no time to make a boat over again. Whatever they made had to be right the first time.

"I'll build an old-time sailboat, if I can," said Bill. "But I do not know enough about the sails."

"I know where we can find out about them," said Dick. "We can ask Miss Fairhill. She will know. I want to find out about the tail for my flying boat, too."

"Come on, then," said Bill. "She is not busy right now."

The boys told Miss Fairhill what they wanted. When they finished, she gave them a large book. It was called "The Story of Boats."

Story from Basal reader

Story book, etc.

SKILLS ACTIVITIES MATERIALS - REFERENCE - EQUIPMENT

"You will not need to read all of this book," said Miss Fairhill. "I'll show you how to find only what you need."

Then she turned to a place before the first story in the book. It looked like this:

The First Boats 7
Old-Time Sailboats.............14
Work Boats on the River........18
New Flying Boats...............20
Fishing Boats..................24

"This is what I need," said Bill. He found "Old-Time Sailboats" ....14.

"This will help me," said Dick. He found "New Flying Boats" ....20.

The boys thanked Miss Fairhill for helping them. Then they took the book and began to read it.

Where would you look to find each one?

Something about boats that do not stay on the water _____

Something about the first boats that were ever made _____

Something about sailboats of long ago _____

Something about boats used by fishermen _____

Something about the work of boats on a river_____

Something about a new way of boat travel _____

SKILLS ACTIVITIES MATERIALS - REFERENCE - EQUIPMENT

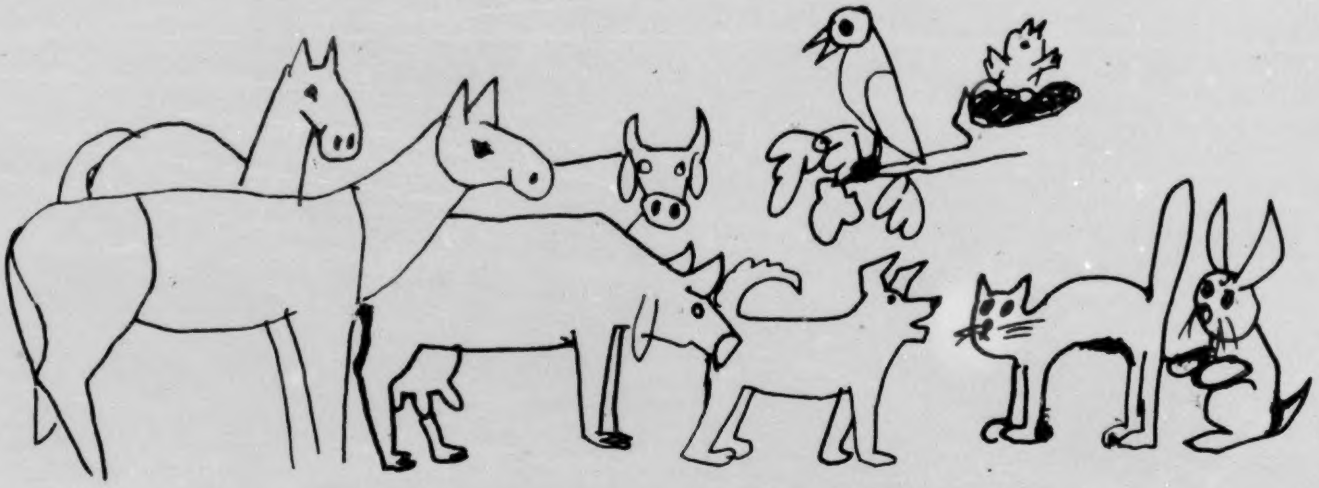
Read the table of contents on this page carefully. Then write the page number where you would begin to read to find the answer to each question.

Finding a Story in a Book

Pets are fun

Frogs and Fish..............................5
Kittens and Cats............................12
Cows and Horses.............................21
Hens and Ducks..............................33
Birds.......................................39
Rabbits.....................................46
Dogs..54

1. What do ducks like to eat?	33
2. How many fish can we keep at one time?	5
3. Do birds make good pets?	39
4. Where do rabbits like to live?	46
5. How many times a day should kittens eat?	12
6. What play things does a dog like?	54
7. What food should you give horses?	21
8. Do frogs swim in the water?	5
9. What other pet would you like to have?	



SKILLS

ACTIVITIES

MATERIALS - REFERENCE - EQUIPMENT

2. Finding Specific information

Betty and George like to drive to the city with their father. They like to read what they see along the way.

Find something that told Betty the name of the road they used.

Find something that told Mr. Long the way to Pine City.

Find something that told George the name of the river to their left.

Find something that told Betty they were coming to a school.

Find something that told Mr. Long when to turn right.

Find something that told Mr. Long about a place to stop for supper.

Read the following story. Complete the exercise at the end of the story by writing the correct answers on the blank lines.

Waggles and His Master

Don had a pet dog named Waggles. Every morning Waggles greeted Don by wagging his tail and barking wildly. Don played with Waggles all summer. They went fishing in the brook on his grandfather's farm, hiking in the woods, and picnicking in the fields nearby. Waggles loved Don very much.

The day came when Don had to go to school. How sad Waggles was. He whined and Don felt sorry for him. He tried to make Waggles understand. He followed Don, and Don had to send him home.

Waggles sat in the sun and whined. The kittens wanted to play with him, but he growled at them. He just sat and moaned and whined until Don was home again.

---

1. The dog's name was Waggles.
2. He and Don went fishing, hiking, picnicking.
3. They played together all summer.
4. When Don went to school, his pet whined and followed him.
5. Don had to send him home.
6. Until Don came from school, Waggles just whined.
7. He would not play with the kittens.
8. He moaned and whined until Don was home again.

Read each sentence. Then read the two questions about the sentence. Draw one line under the part that answers the first question. Draw two lines under the part that answers the second question.

Play Fun

George Long walked down to the river.

1. Who did something? 2. What did he do?

Betty ran after George.

1. Who did something? 2. What did she do?

Betty and George played in an old sailboat.

1. Who did something? 2. What did they do?

SKILLS	ACTIVITIES	MATERIALS - REFERENCE - EQUIPMENT
	George filled the boat with leaves. 1. Who did something? 2. What did he do?	
	The children climbed into the boat. 1. Who did something? 2. What did they do?	
	Betty and George traveled far away. 1. Who did something? 2. What did they do?	
	Their mother called them to eat. 1. Who did something? 2. What did she do?	
D. Appreciation 1. Dramatizing stories read.	Choose a story with high interest appeal and let members of the reading group dramatize it. Stories with several characgers and much dialogue are fun to dramatize. Use puppets to dramatize stories or parts of stories.	Self explanatory
2. Illustrating stories	Let each child illustrate a particular part of a story. The entire group might like to do a mural of a story. Following the reading of an especially interesting story, have each child fold a large sheet of paper in half lengthwise and then again crosswise to make four sections. After opening the folded paper the word "Who?" may be written at the top of the first section. "What?" "When?" and "Where?" may be written at the top of the others. The answer to each question may then be drawn in the space below.	
3. Telling stories which have been previously read.	Give students an opportunity to tell a story which has been read recently.	

SKILLS	ACTIVITIES	MATERIALS - REFERENCE - EQUIPMENT
4. Each child should own several books which he particularly likes.	Let children bring their own books to class to show or read to others. For those children who don't own any books, find some old worn out readers cut out individual stories and make a cover for each out of construction paper. Give these to the children.	
IV. Silent and Oral Reading		
A. Silent Reading 1. Read silently without head and lip movement. 2. Read silently without finger pointing.	A motivating question before silent reading helps children to read for meaning. Good reading and study habits are developed during the silent reading of a story. Children learn to identify their own problems of word recognition and comprehension and ask for help when needed.	
3. Read silently without vocalization.	Discussion following silent reading helps the children to clear up comprehension problems. They can enjoy the humor of the story together and discuss relationships of characters.	

SKILLS

B. Oral Reading
  1. Read clearly and distinctly.
  2. Read with expression
  3. Adapt voice to size of room and audience.

ACTIVITIES

Oral reading can be an excellent means of teaching reading skills such as good phrasing, use of punctuation, reading with expression, and fluent reading without hesitations or repetitions. Practice in oral reading can help the child associate printed words with their speech equivalents.

Vary your techniques for having students read stories orally so the procedure doesn't become boring. Try these ideas for variety.

1. Have one person read until someone catches an error.
2. Choose one person to be the narrator while others read the dialogue parts.
3. Assign each student in the group a page of a story to prepare for reading aloud. When all have had time to practice call the group to the front of the room where they read their pages (in order) so the whole class can enjoy the story.
4. Let each student select one page from a story being reviewed. He is to practice that page until he can read it perfectly. When he is ready, he comes to your desk to read it aloud to you.
5. Have a child read until he comes to a specified word. Say, "Billy, will you please read until you hear the word 'help'?"
6. Each child reads a line or a sentence with the turns moving rapidly. Each child can also read a paragraph.

Tape record an oral presentation so the child can play it back and listen to himself.

MATERIALS - REFERENCE - EQUIPMENT

Basal Readers

Tape Recorder

Supplementary Books

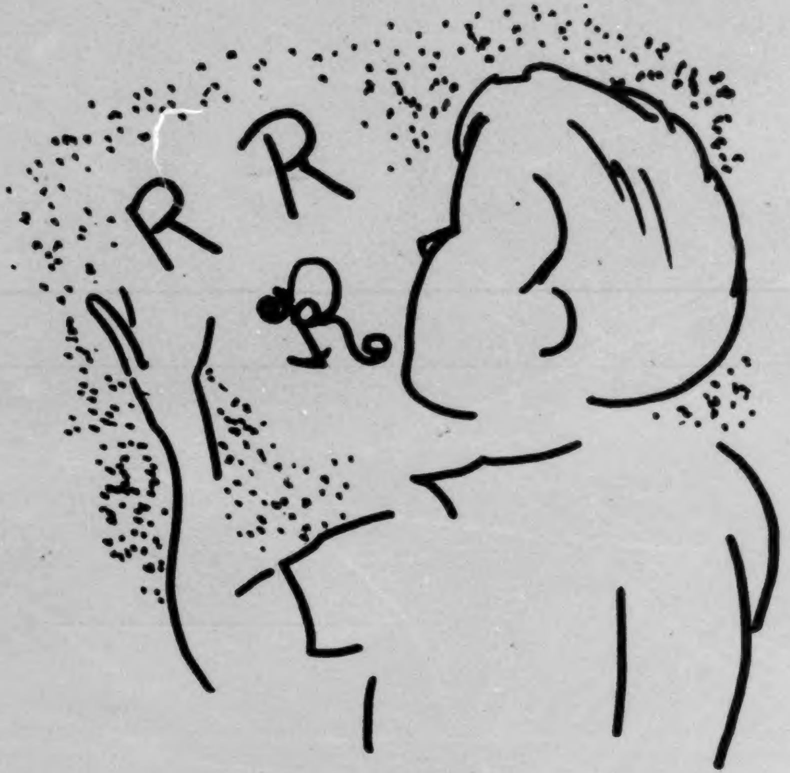
SKILLS	ACTIVITIES	MATERIALS - REFERENCE - EQUIPMENT
C. Appreciative Listening - (Listening for enjoyment)	Listen to musical or story recordings. Listen to a play or puppet show. Listen to stories or poetry being read. Play records and have children paint or draw what they hear. Make a tape of a story the children know well, but make some slight changes. See if the class can spot them. Make a good listeners chart. Display it. A Good Listener Looks at the person talking. Keeps hands quiet. Doesn't talk. Thinks about what is said.	
D. Analytical Listening (Listening and thinking carefully about what is heard.) 1. Listening to find main idea and specific facts. 2. Listening to find a sequence of events, to draw conclusions, and make comparisons. 3. Listening to follow instructions.	See Comprehension Activities Tell a story that comprises four brief incidents. When you have finished have the children divide a sheet of paper into fourths. Starting at upper left, they draw the sequence of events in the four boxes.	S.R.A. Listening Skill Builders Paper

SKILLS	ACTIVITIES	MATERIALS - REFERENCE - EQUIPMENT
V. Listening	(See phonetic analysis.)	
A. Auditory Discrimination 1. Hear initial, medial and final consonant sounds. 2. Hear vowel sounds. 3. Hear blends. 4. Hear rhyming words. 5. Hear syllables. 6. Hear stressed and unstressed syllables.	Children number a sheet of paper as for spelling words. Teacher asks, "Where do you hear the "t" sound?" The teacher then pronounces words such as report, tinkle, tank, letter, etc. If the child hears the sound he is listening for, he marks it on the left side of the paper. If it is found in the first part of the word, on the right side of the paper. If it is found in the last part of the word, etc.	Basal Readers Record Player - Records Tape Recorder - Tapes Story Books Phonics Records
B. Attentive Listening (Gaining attention of children to take roll prepare for a lesson, giving directions for assignments etc.	Create a signal at the very beginning of the year which tell the children they should stop what they are doing to listen at once. Example - 1. Flick the lights. 2. Tap a pleasant sounding bell. 3. Hold hands up high and children stop what they are doing and mimic teacher as soon as they see her. 4. A game: The teacher touches a child and says "sh" by putting her finger to her mouth. That child, in turn, touches another and does the same thing. Every child who has been touched may touch others so everyone is quiet as quickly as possible. The object of the game is to catch on quickly and be quiet, and not be the last one talking. Use a puppet to talk to the class for special directions announcements etc. Use a sharing period.	

NOTE:

The Barbe Reading Skills Check List, Third Grade Level, which originally appeared on pages 91 - 94 is protected by copyright and consequently has been deleted by CMC. It can be found in *The Educator's Guide to Personalized Reading* by Walter Barbe published by Prentice-Hall.

LEVEL 3



CONTRIBUTORS:

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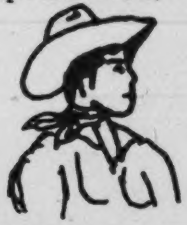
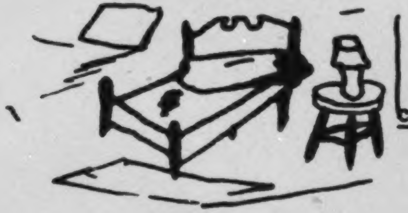
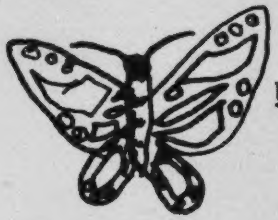
SKILLS	ACTIVITIES	MATERIALS - REFERENCE - EQUIPMENT
I. Vocabulary		
A. Word Recognition 1. Recognizes Sight Words	1. Reading Word Game - Group divides into two groups. The teacher uses flash cards with Dalch words. She holds the word up and the side that recognizes the word first gets a point. The side with the most points wins.	Make sight card
	2. Word Bingo Game Use any words that you want to teach.	Cards for bingo
2. Compound words	1. Draw a line from the picture to the matching compound word.	Mimeograph



butterfly



cowboy



bedroom

LEVEL THREE

SKILLS

ACTIVITIES

MATERIALS -

2. **Compound Words Chart**

Make a compound word chart by using a piece of unlined chart paper and some type of hooks. Small word cards are then made and a hole is punched in the top of each one. The cards are then placed in a pocket on the chart. A child may form various compound words by hooking the word cards next to each other on the chart.

Unlined char
of hooks, i

3. **Compound Words**

Put the words for the first part of a compound word in one box, or envelope, and the words for last part in another then give a child both and let him match words to make a meaningful compound word. It is necessary to have several sets so several children can work at one time.

Mts. several small pieces of cards to write words on and several boxes or envelopes.

Several sma
write words
or envelop

3. Prefixes & Suffixes

__Words with un__

1. Below are words on which un may be used. Write each word, putting un on the root word.

happy ________________

able ________________

clear ________________

fair ________________

well ________________

Mimeograp

SKILLS

3. Prefixes & Suffixes (Continued)

ACTIVITIES

Now use one of the words in each sentence which follows.

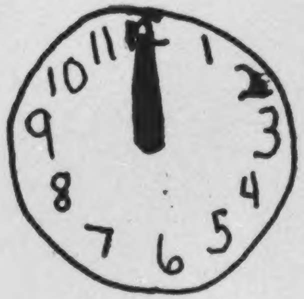
A person who is __________ may need to stay in bed.

The girl who lost her doll cried because she was __________.

A boy who is __________ to ride may fear horses.

2. Spin for a word

Use a chalkboard spinner or a large cardboard dial with a spinner. The numbered word list should be written on the board. Each child spins and reads the word that corresponds to the number on which the spinner stopped; then identifies the prefix or suffix from the root word



1. away
2. excite
3. reply
4. because
5. careful
6. slowly
7. sixth
8. seventy
9. instead
10. discover
11. until
12. careless

MATERIALS - REFERENCE - EQUIPMENT

Spin for a word -
Large cardboard dial with a spinner

SKILLS ACTIVITIES MATERIALS - REFERENCE - EQUIPMENT

3. Prefixes & Suffixes
(Continued)

3. Words with less

Below are words on which less may be used. Write each word, putting less on the root word.

end ____________

hope ____________

home ____________

taste ____________

price ____________

Now use one of the words above in each sentence which follows.

The jewels were ____________ so they were kept in a case that had a special lock.

A ____________ dog has trouble finding food to eat and a place to sleep.

A poor cook may make ____________ food.

Mimeograph paper

4. Words with re

Read the sentence below and underline the word with the first syllable re.

Spotless Smith liked to retell his favorite stories, adding a few points each time he told them.

Mimeograph paper

SKILLS ACTIVITIES MATERIALS - REFERENCE - EQUIPMENT

Now underline the meaning of re.

before again after

Write the new word you make by adding re to the root word.

4. Identification of root words

1.

ROOT WORD	CHANGED WORD	KIND OF CHANGE
1. dream	dreamer	+ er
2. range	ranger	+ r
3. wake	waken	+ n
4. line	lined	+ d
5. whip	whipped	+ consonant, + ed
6. hum	humming	+ consonant, + ing
7. fancy	fancies	y to i, + es

Mimeograph paper

Now draw a line from the changed word to its root. Then show the kind of change that was made by writing the number on the line.

_______ flared speed _______ loser circle

_______ loosen trap _______ slipped lady

_______ speeder loose _______ ladies lose

_______ trapping flare _______ circled slip

2. Draw a line under the root of each of these words and write the root on the line.

Mimeograph paper

1. looks looked looking _________

2. paints painted painting _________

SKILLS ACTIVITIES MATERIALS - REFERENCE - EQUIPMENT

4. Identification of root words

2. (cont)

One day Farmer Brown was __________ the barn.
2

Mimeograph paper

Waggles just had to ________ into the
1
pail of ________. Over went the pail.
2
Waggles ________ funny with red ________ on
1 2
his face and ears.

3. BASE BALL (for 2 groups or teams)

Chalkboard & chalk

A child who is designated as a "pitcher" might pitch the word faithfulness. The batter must respond with root word faith in order to make first base. The subsequent batter, if correct in his answer, moves the first to second and etc. Three misses and the side is out.

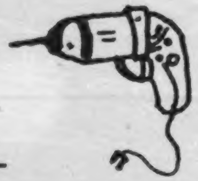
5. Know all initial consonant sounds (single sounds and blends - up to the first vowel in word)

1. Draw a line from the appropriate blend sound to the picture.

Mimeograph paper

br __________
gr __________
cr __________
dr __________

br ________
bl ________
dr ________
cr ________



SKILLS ACTIVITIES MATERIALS - REFERENCE - EQUIPMENT

5. Know all initial consonant sounds (cont.)

2. **Picture Game**
Children are given cards with beginning consonant sounds, such as "b". Pictures illustrating these words are placed about the room. Pictures for " b " show a ball, a bat, and a bean. Each child looks for the picture that matches his card.

Word cards pictures

6. Can read all contractions

1. Contractions

Mimeograph paper

LIST 1	LIST 2	
has not	aren't	is not ______
is not	haven't	have not ______
were not	hasn't	do not ______
have not	don't	were not ______
do not	weren't	has not ______
are not	isn't	

2. Write the contractions for the words at the left in the sentences.

Mimeograph paper

was not
did not
I have
could not
I am

1. It WASN'T easy for Mr. Jones to sell fruit from his wagon in the fall.
2. At first Mr. Jones didn't have a bread stand.
3. A few days later Mr. Jones said, " I've decided to build a milk stand, too."
4. Joey was so lonesome that he couldn't sleep.
5. Mr. Jones said," I'm going to give Joey the biggest lump of sugar I can find."

SKILLS

B. Word Meaning Skills

1. Providing many experiences to increase speaking and reading vocabulary

ACTIVITIES

1. VOCABULARY NOTEBOOKS. When new vocabulary words are taught , have the children write them in their notebooks. Each child must show that he knows what the word means through any one of a variety of ways. He may use it in a sentence, write a definition, give a synonym, write the root word, draw a picture or anything else he can think of to show his understanding of the word.

2. The Category Game is one you probably have played youself--- it was one of President John F. Kennedy's favorites. Why not use it in the classroom to develop language arts skills? Your youngsters will have fun while increasing vocabulary, locating information, pronouncing new words, spelling and gaining insight into the meaning of words.

APPROACH: To play the game, duplicate a blank version of the form shown below.

After handing out forms, explain to the youngsters that they are to fill in all the squares with an appropriate item for each letter in each category. Regardless of grade level, all students should have categories sufficiently difficult to challenge them, but yet not so difficult as to be discouraging.

MATERIALS - REFERENCE - EQUIPMENT

Poster Board - Magic Marker

SKILLS

ACTIVITIES

MATERIALS - REFERENCE - EQUIPMENT

Fourth-graders can start with such categories as flowers, colors, animals, foods, toys, numbers, holidays, days of the week, games and clothing, with letters of the alphabet selected carefully so that it is not too difficult to think of words to fit (see below, an example of a fourth-grade version).

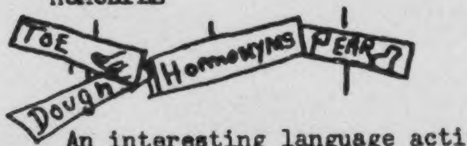
	STATES	FLOWERS	ANIMALS	FOODS	TOYS
P	Pennsylvanis	pansy	pony	popcorn	puzzle
R	Rhode Island	rose	rat	rice	rocket
M	Missouri	marigold	mouse	melon	music box
D	Delaware	daisy	dog	donut	doll
L	Louisiana	lily	llama	lemon	legs

3. **ACTIVITY:** Tell a Story
(experience & language usage)

Collect travel and transportation pictures from old magazine. Mount the pictures, then let child select one by drawing it and not seeing the picture. He gets to study the picture for a few moments. Then the picture is concealed, and the child tells a story based on as many of its details as he can remember. If necessary, ask questions to help a child recollect picture details (e.g., "What color was the train?" "What time of year is it?").

Travel and Transportation Pictures .

tape and construction paper for mounting.

SKILLS	ACTIVITIES	MATERIALS - REFERENCE - EQUIPMENT
Able to select descriptive and figurative words and phrases	1. **GOBLIN WORDS** Children are to listen for descriptive words as the teacher reads the poem. Who can find the most? Use other poems that have picturesque and descriptive words.	A poem such as the " Goblin " by Rose Fyleman
Able to supply synonyms, antonyms and homonyms	Collect synonyms for a word out of a newspaper.	Newspapers
	2. **GAME OF ANTONYMS** The children try to use two words of opposite meaning in the same sentence or in two different sentences. **EXAMPLE:** John is a big boy but he has tiny hands.	
	3. HOMOBILE  An interesting language activity is the construction of a class "homobile". After activities on homonyms and homographs, the children are challenged to think of as many of these pairs as they can. Each child then receives several 4" - 10" cards of oak tag or construction paper. For homework a pair of words can	Four inch by ten inch cards of oak tag or construction paper. String.

SKILLS ACTIVITIES MATERIALS - REFERENCE - EQUIPMENT

synonyms, antonyms and homonyms. (cont)

be printed and illustrated on each card, one word on each side. The cards are then collected and three cards strung on a string to make a simple mobile. These mobiles are hung in the room where they are free to spin. The children enjoy illustrating the words and try to think of more words to make more mobiles. A reserve supply of cards is available for each child as he thinks of more words.

by Lucille A. Lohmeier

4. Say words in box and listen for two that sound exactly alike.

Underline those two words.

then	mean	ripe	would
their	meat	write	world
them	been	right	work
there	meet	wrong	wood

Mimeograph paper

5. On chalkboard write a list of words such as pretty, large, small, etc. Let each child use his dictionary to find the word and a synonym for it.

Chalkboard and dictionary .

SKILLS

Understand use of elementary school dictionary to find word meaning.

ACTIVITIES

1. This before-school activity helps to increase vocabulary. Every child's name is listed on the chalkboard and beside each name are written two or three new words. Ask, "Would you be pleased or insulted if someone called you this?" (For example parsimonious, adroit.)

   After the children have had time to look up these words, ask again, "David, would you be pleased if I called you adroit?" The child responds with the appropriate answer and then explains why.

2. In each word below, a blank space shows a missing letter. Follow these steps to complete each word: (1) Look at the letter that comes before the blank space. (2) What letter in the alphabet follows that letter? (3) Write the letter in the blank space. The first word is done for you.

   1. above
   2. el M
   3. lig H t
   4. wrink L e
   5. d ___sk
   6. t ___ne
   7. fir ___t
   8. n___rth
   9. s___op
   10. th___nk

MATERIALS - REFERENCE - EQUIPMENT

Dictionary

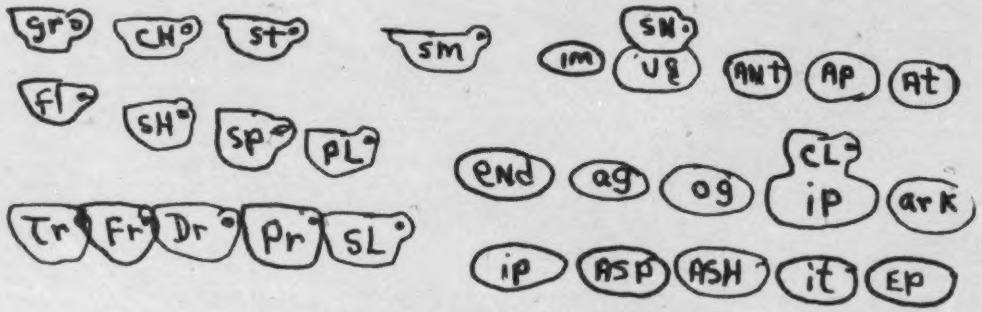
Mimeograph paper or Board

SKILLS	ACTIVITIES	MATERIALS - REFERENCE - EQUIPMENT
Understand use of elementary dictionary. (Cont)	3. Make sentences by writing the words above the line in alphabetical order. Carol than shorter Wendy is 1. ________________ doesn't Betty sugar Aunt like 2. ________________ have All trunks elephants long 3. ________________ red like I Mike's truck 4. ________________	Mimeograph
	4. **HEADLINES** Copy a headline. Underscore significant words in it. Decide its meaning. Check in dictionary. The following headlines might have been used: " Rusk urges Viet Reds: Shun China "	Dictionary and Newspaper
II. Word Analysis A. Review and refine previously taught skills 1. All initial consonant sounds	1. Our "Come to the Party" game reinforces the class' understanding of blends and makes for an excellent phonics lesson. On one side of the board I put up assorted two-letter consonant combinations (cl, pr, sm, etc.), cut out to look like cups. On the other side I hung common word endings (ant, ash, ag, etc.) in the form of saucers. Each child was given a chance to choose a cup and saucer to form a word. If the word was acceptable, he was invited to "come to the party" with the rest of the class.	Poster board Construction paper

SKILLS ACTIVITIES MATERIALS - REFERENCE - EQUIPMENT

1. All initial consonant sounds (cont)

COME TO OUR PARTY



2. Speech ping-pong

Label paper drinking cups with different consonant letters, and set them close together inside a box lid, so that they will not turn over. Children take turns throwing a ping-pong ball at the cups. If a child is successful on one out of three tries at getting a ball into one of the cups, he must make a word containing the initial letter-sound indicated on that cup.

Paper drinking cups
Lid of a box and a
ping pong ball

2. Short and Long Vowel Sounds

1. Flannelgraph Vowels

Print short-and long-vowel words on 3"-7" tagboard strips and back them with flannel or sand paper. The children are to place the short-vowel words in one column and the long-vowel words in another.

a e i o u

3" - 7" tag board strips

Flannel or sand paper

SKILLS ACTIVITIES MATERIALS - REFERENCE - EQUIPMENT

2. Short and Long Vowel Sounds (Cont)

Short-Vowel
WORDS:

cat	pet	pig	box	nut
fan	ten	fish	sock	sun
Dan	bed	Bill	Tom	fun
pass	get	Jill	got	gun

Long - Vowel
WORDS:

cake	meat	fine	home	mule
made	bean	time	Joan	cube
train	tree	bite	note	tube
gate	seen	mine	rose	fuel

2. Put in the right word. It must have a short vowel.

The boy ran after the ____________.

boat game cat.

Mimeograph paper

3. WORDS IN THE HOPPER

To reinforce my second-graders' notions of various things they learn in language lessons, I draw a large construction-paper kangaroo and make a carpenter's apron for her out of paper of a contrasting color.

The apron has many pockets, which I fix to stand out. They're labeled "Homonyms," "Synonyms," "Antonyms," "OW sound of cow," "OW sound of show," "Long A," "Long E," "Long O" and Long U."

The children write appropriate words on strips of white paper and then put them in the pocket that describes them. Your youngsters will find it a fun way to learn.

Bulletin Board
Poster Board
Construction paper
Glue or paste

SKILLS

ACTIVITIES

MATERIALS - REFERENCE - EQUIPMENT

3. Changes in words by:
   a. Adding s, es, d, ed, ing, er, est.
   b. Dropping final e and adding ing
   c. Doubling the consonant before adding ing
   d. Changing y to i before adding es

3. Words In The Hopper

1. The ed and ing Endings

Write on the board several verbs taken from basic word lists. Examples- jump, walk, talk, or look. Leave a space between each word so that the proper ending can be written.

One child is chosen to "act out" a word, e.g., jump. After he has jumped or while he is jumping, he says, "I jumped or "I am jumping." Have another child write the proper ending on the word. This activity requires listening skill, for children must be able to detect the endings as they are said.

2. Write new words by adding ing to these words. If the word ends with e, drop the e before you add ing. If the last consonant is red, double it before you add ing.

   1. bat
   2. fish
   3. race
   4. run
   5. find

Chalk and Chalk Board

Mimeograph paper

SKILLS ACTIVITIES MATERIALS - REFERENCE - EQUIPMENT

3. Write new words by adding er and est to the following words. If a word ends in e, add r and st. If it ends in y, change the y to i and add er and est. If the last consonant of the word is red, double it before you add er and est to the word.

Mimeograph paper

	er	est
1. happy	__________	__________
2. cold	__________	__________
3. fine	__________	__________
4. dry	__________	__________
5. dear	__________	__________
6. big	__________	__________

4. Compand words

1. COMPOUND WORDS

Write a compound word for each of these phrases.

EXAMPLE: to Know something, understand

1. out of doors __________
2. the side of the road __________
3. wood for the fire __________
4. tops of trees __________
5. the bell on the door __________

Mimeograph paper

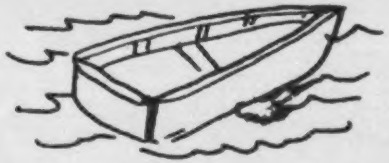
SKILLS

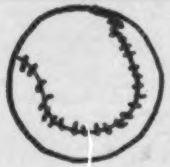
ACTIVITIES

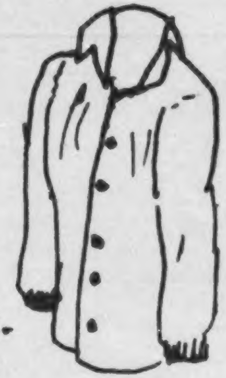
MATERIALS - REFERENCE - EQUIPMENT

2. Write one of these compound words under each picture. Be sure words and pictures match.

Mimeograph paper







3. TICKTACKTOE

Draw this diagram on the board.

SOME	IN	BE
TO	A	ANY
ANY	OUT	SNOW

Send two children to play the game. The first child writes a word in one square that will form a compound word with the word at the top of the square. The second child writes his word inside another square. They continue writing words in the squares until one child forms three compound words in a row. Be sure to choose children of similar ability.

Chalkboard

SKILLS	ACTIVITIES	MATERIALS - REFERENCE - EQUIPMENT
5. Contractions	1. Make One Word From Two Words We will play together. __________ I would like to see you. __________ You will beat the drum. __________ He will look for the dish. __________ I am watching the game. __________	Mimeograph paper
	2. Write a contraction that could be used in each of these sentences. 1. Bob is not here. __________ 2. He could not read. __________ 3. I will help. __________ 4. Does not Jim hear? __________ 5. Joe was not late. __________	Mimeograph paper
6. Vowel rules	 Look at the word. Write the vowels you see. Say the word. Write the vowels you hear.	Mimeograph paper or chart

SKILLS ACTIVITIES MATERIALS - REFERENCE - EQUIPMENT

3. PLURALS

Some of these words should have the plural form. Add the letter s to make the plural of these words.

Mimeograph paper

EXAMPLE: two girls

1. one boy
2. four horse
3. three bird
4. ten car
5. one boy
6. one flower
7. three cat
8. two girl
9. one house

4. When a word ends in the letter f, change the f to the letter v before adding es to form the plural. Write the plural form of each.

Mimeograph paper

EXAMPLE: wolf - wolves

1. self
2. half
3. calf
4. loaf
5. shelf
6. elf
7. leaf
8. sheaf

SKILLS	ACTIVITIES	MATERIALS - REFERENCE - EQUIPMENT

Vowel rules (cont)

THE FIRST TWO WORDS ARE DONE FOR YOU.

	See	Hear
1. boat	oa	long e
2. pig	i	short i
3. seat		
4. fox		
5. came		
6. gate		
7. green		

7. Silent letters in Kn, wr, gn

SKILLS | ACTIVITIES | MATERIALS - REFERENCE - EQUIPMENT

8. Learns new skills of :

1. Forming plurals

1. PLURALS CHART

Ways to form Plurals

Add s	Add es	change f to v and add es	change y to i and add es
cow	church	self	city
airplane	witch	half	story
house	tomato	calf	pony
book		loaf	baby
chair	etc.	shelf	berry
kitten		elf	penny
horse		leaf	lady
		wolf	daisy

Poster Board
Plastic Tape
Index Cards

Print the plural form of all words listed on the chart on small index cards. Children may stick the cards in the correct category and by the right word with plastic-tape.

2. When a word ends in the letter y, change the y to the letter i before adding es to form the plural of the word. Write the sentence and change the word in parentheses to its plural form.

Mimeograph paper

1. I have lived in four large (city).
2. We saw six (lady) in the store.
3. Read some fairy (story).
4. My friend has two (pony).
5. (Cherry) grow on trees.

SKILLS

C. Syllablication rules

1. There are usually as many syllables in a word as there are vowels.
2. Where there is a single consonant between two vowels, the vowel goes with the first syllable. (PU-PIL)
3. When there is a double consonant, the syllable break is between the two consonants and one is silent. (LIT-TLE)

ACTIVITIES

1. Syllablication

Words are divided between :
1. double consonants;
2. between two different consonants;

Write these words by syllables. Write the number of the above rule by the word that tell how the word is divided.

EXAMPLE: follow - fol low 1
chimney - chim ney 2

1. mountain 2. winner 3. husband

4. danger 5. chubby 6. fellow

2. Write these words by syllables. Place the accent mark and mark the vowel in the accented syllable.

EXAMPLE: alive a līve'

neatly butter
dollar indoors
repeat unlucky
explain notice
ago listen

3. How Many Syllables?

The leader pronounces a word. The players indicate how many syllables they heard. Teams could be formed if more competition seems desirable.

Or have each player, in turn, say a word. However, he must know how many syllables are contained in the word he pronounces.

Avoid using too many one-syllable words. Stress correct pronunciation.

MATERIALS - REFERENCE - EQUIPMENT

Mimeograph paper

Mimeograph paper

SKILLS

ACTIVITIES

MATERIALS - REFERENCE - EQUIPMENT

B. Can draw logical conclusions

GUESS WHO

The teacher may say, for example, "As I came to school I saw a member of our class use the sidewalk at a corner, while two others cut across the corner of a yard. This is someone who has blue eyes and a friendly smile. "Guess Who."

The game could identify a story book character. And always emphasize good qualities.

C. Is capable of seeing relationships

1. Write a word that makes you think of each one of the following words.

EXAMPLE: bird nest

circus ________
book ________
shoe ________
church ________
bus ________
school ________
lake ________
party ________
cow ________
friend ________
man ________
food ________
pet ________

Mimeograph paper

2. Make a ring around one word in each row that is different.

EXAMPLE: red yellow apple green

1. house horse barn store
2. man came boy girl
3. eyes cat ears hands
4. baby cap coat socks
5. house pig cow sheep

Mimeograph board

SKILLS	ACTIVITIES	MATERIALS - REFERENCE - EQUIPMENT
D. Can hyphenate words using syllable rules	1. HYPHENATED WORDS Add a word from the right to each word at the left to make a hyphenated word. EXAMPLE: sad - looking 1. sweet - __________ clop 2. cloppety - ________ meats 3. pell - ____________ headed 4. round - ___________ mell	Mimeograph paper
III. Comprehension	1. Read one paragraph in a new story. Write or tell briefly the main idea.	Newspaper Weekly Reader
	2. Mount several news stories without their headlines. Classmates match headlines to the correct story.	Newspaper Weekly Reader
A. Can keep events in proper sequence	1. FIND THE JOKER Prepare a series of groups of four or five sentences, one of which does not belong such as: Nancy has a new dress. The dress is red and white. The dog ran away. Nancy likes her new dress. Individuals may arrange the sentences in order and indicate which ones do not belong.	Sentences on strips of paper (any kind)
	2. Find the sequence of a comic strip. Cut up the strip into its parts. See if you can assemble them in the correct sequence.	Comic strips

SKILLS	ACTIVITIES	MATERIALS - REFERENCE - EQUIPMENT
D. Can follow printed directions	1. SILENCE Children read and carry out easy directions for doing some particular thing that has been written on the blackboard by the teacher. No one is allowed to speak out during the game.	Chalkboard Chalk
	2. Paragraph from reader; "On the back of the cart a shepherd stood on a hilltop, looking down upon his sheep and lambs in the green meadow below" Ask children to make a picture illustrating what the picture on the back of the cart says.	Text book
E. Can read for a definite purpose	1. Testifying. After reading a story, have the children write five questions beginning with who, where, why, what, how or when. Each student must know the page number to provide the answer to the question. After this has been completed, a volunteer takes a seat in front of the group and the other children question him from their list of questions. If he answers correctly, he is considered "innocent." An incorrect answer, however, means he is "guilty" and the questioner takes his place. Intensive reading for detail will occur in preparation for this activity.	Story from basic reader or storybook

SKILLS	ACTIVITIES	MATERIALS - REFERENCE - EQUIPMENT
	2. Independent reading. Each reading group is given a supplementary reading text on the group's independent reading level. The students are required to read one story in the book each day. They must then write a short paragraph about the part of the story they liked best.	Supplementary Reading text
F. Classify items	1. CLASSIFYING Prepare cards on which familiar words name various kinds of Animals and People, such as cat, dog, pony, cow; man, father, boy, girl. The cards are to be arranged in the proper classifications. Among other categories that may be combined for classifying are: Pets and Clothes, Rides and Food, Toys and Places. A few jokers may be added to each category.	Index Cards
	2. Picture Collections Children may cut out pictures from old magazines, mount them, and classify them. Among the common categories are farm animals, toys, pets, rides and food. A shoe box makes a good container for collections. For a wall chart, pictures in a single category may be pasted on a large sheet of paper and labelled with the category name.	Old magazine pictures. Paper and tape for mounting. Wall chart or shoe boxes.

SKILLS	ACTIVITIES	MATERIALS - REFERENCE - EQUIPMENT
	3. Word Families The teacher will say four words-- three of which belong to a given classification. The children raise their hands to indicate readiness to say the three that belong together. Five or more words may be used to challenge; and two teams can compete, giving one point for each correct answer.	List of four words in a group, three of which fall into a like classification, as in 1. apple, peach, grass, orange 2. house, street, road, highway
G. Alphabetize words by first two letters	1. Write slide, skate, care, close, and move in alphabetical order. Two words begin with s and two words begin with c. You will have to look at the second letter to put these words in order.	Mimeograph sheets or chalkboard
H. Knows technique of skimming	1. From a list of questions on the chalkboard, skim the paper to find the answers. The time should be limited.	Chalkboard or Newspaper

SKILLS	ACTIVITIES	MATERIALS - REFERENCE - EQUIPMENT
I. Use maps and charts	1. Give out the name of a country or state or city and let two play at a time and the one that finds it first gets a point.	World map U.S. map
J. Oral Reading	1. Use a tape recorder for evaluation of oral reading practices. A fun activity is to use a book of tongue twisters with the recorder.	Tape recorder Book of tongue twisters

NOTE:

The Barbe Reading Skills Check List, Fourth Level Reading Skills, which originally appeared on pages 124 - 126 is protected by copyright and consequently has been deleted by CMC. It can be found in The Educator's Guide to Personalized Reading by Walter Barbe published by Prentice-Hall.

LEVEL 4

CONTRIBUTORS:

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SKILLS

I. VOCABULARY

A. Word Recognition

1. Recognizes similarties of known words

a. Compound Words

ACTIVITIES

COMPOUND WORDS. Some compound words are made from two one-syllable words. These compound words divide into syllables between the words that make them up. Read each word below and divide it into syllables.

1. sawmill ____________ 6. pancake ____________

2. groundhog ____________ 7. raincoat ____________

3. popcorn ____________ 8. oatmeal ____________

4. drugstore ____________ 9. sidewalk ____________

5. outside ____________

Join the words in column A with the words in column B to form compound words. Write the compound words.

A	B		A	B	
eye	out	____________	under	ache	________
blow	wise	____________	down	man	________
marks	line	____________			
other	ball	____________			
life	pour	____________			
tooth	size	____________			

MATERIALS - REFERENCE - EQUIPMENT

Basal Text

Workbook to Accompany Basal Texts

Language Arts
Activity Cards (Compound Words)

Trade Winds - T401,

SKILLS

b. Root Words

ACTIVITIES

These sentences describe four things that happen when endings are used on root words:

1. The root word remains the same; as, bone and bones.
2. Final e is dropped; as, possible and possibly.
3. The final consonant letter is repeated; as clap and clapped.
4. Final y becomes i; as, army and armies.

Ten root words are listed below. Find each one in a longer word on the line to its left and underline it. Then write 1, 2, 3, or 4 after the root word to show which rule is used.

winter ________
thank ________

have ________
try ________
plan ________

ice ________

taste ________

supply ________

need ________

certain ________

CHECK YOURSELF—ROOT WORDS

Root Words. Read each of the following words. On the lines above each boldfaced word, write the prefix, the root word, and the sulffix or ending.

______ ____________ ______
unskillful

______ ____________ ______
mismanaged

______ ____________ ______.
unhealthy

______ ____________ ______
bimonthly

MATERIALS - REFERENCE - EQUIPMENT

American Adventures Study Book, P. 40

Trade Winds DM 12, DM 14, & DM 28

Around the Bend TE P. 260

______ ______________ ______
reviewer

______ ______________ ______
disliking

______ ______________ ______
triweekly

______ ______________ ______
predated

______ ______________ ______
misusing

______ ______________ ______
unlucky

Find Root Words. Read each boldfaced word below. Then, draw a line under its root word.

filled	fill	file
robbed	robe	rob
staring	stare	star
hopped	hop	hope
wagged	wage	wag

SKILLS ACTIVITIES MATERIALS - REFERENCE - EQUIPMENT

Word Meanings. Read each word below. Write the meaning of each word on the line beside it.

misread ______________________

prepaid ______________________

retelling ______________________

misspelled ______________________

unfinished ______________________

Root Words. Read each underlined word below. One of the two words beside each word is its root word. Circle the root word.

1. hopping	hope	hop
2. hugged	hug	huge
3. striped	strip	stripe
4. pinned	pine	pin
5. scraped	scrap	scrape

SKILLS

ACTIVITIES

MATERIALS - REFERENCE - EQUIPMENT

CH 213
Write the root word for each word below.

1. perching ______
2. hunter ______
3. unbar ______
4. refilled ______
5. unchanged ______
6. heavily ______
7. helpful ______
8. highest ______
9. remake ______
10. disabled ______

TOBY'S TALE

Read the rhymes beside it. Draw a circle around the root word you see in each underlined word in the rhymes.

Husky Hippo and Big Bear are here
For the pie=eating contest this year.
It will be fun to see,
Who the winner will be
In making twelve pies disappear!
They unbuckle their belts with a sigh,
As each gobbles up blueberry pie.
If they both should miscount,
This unusual amount,
They would finish the race in a tie!

SKILLS

c. Suffixes, Prefixes

ACTIVITIES

II. Make words by combining root words with the prefixes, suffixes and endings below.

__________ed   __________ness

__________en   __________s

__________er   __________y

__________es   dis__________

__________est   in__________

__________ing   mis__________

__________less   un__________

__________ly   re__________

II. Study the material below. Some common prefixes are:
dis, in, mis, un, re, com, con, ex

III. Write the meaning of the prefixes listed above.

1. dis means
2. in means
3. mis means
4. un means
5. re means
6. com and con mean
7. ex means

MATERIALS - REFERENCE - EQUIPMENT

Use exercises for II A 3 also.
Trade Winds DM 24

Workbook
The Continental press

SKILLS

ACTIVITIES

MATERIALS - REFERENCE - EQUIPMENT

Separate the prefixes, suffixes and root words from the words below.

1. unevenly
2. hopeful
3. indoor
4. replanting
5. unwanted
6. washable
7. strongest
8. replacement

Read the following words. Underline the suffix ness in each word. Use the words to complete the sentences.

Thickness foolishness illness
eagerness darkness

1. Fred was very weak after his long ______________.
2. In the______________, I couldn't find the stairs.
3. Usually much ________________can be seen at Halloween.
4. In his_________________to be on time, he forgot the tickets.
5. Because of its__________________, the envelope would not fit in the mailbox.

Add the prefix dis or un to the following words. Then use some of the words you make to complete the sentences.

________pack _____like _____enchanted ______approve

____common _____courteous ______load ______tie

_____popular _____trained _______reliable _____loyal

_____agree ______obey ______content _____connect

1. It is foolish to ________________ safety rules.
2. Greg watched the men ________________ the furniture.
3. It is wise to ________________ electrical appliances when you have finished.
4. ________________ the bathing suits first so we can swim!
5. Would you ________________ of going to school in the summer?
6. Can you ________________ this knot?
7. People avoid eating foods they ________________.
8. He is ________________ because he is never on time.
9. Is it ________________ to talk while someone is trying to sing?
10. People who can't get along with others are ________________.

USE THESE WORDS IN SENTENCES:

undivided, dishonest, dampness, unwilling, disappear, cleverness

The prefix re has these meanings;

1. back — The word recall means "to call back."
2. again — The word reload means "to load again."

The prefix mis has these meanings:

1. bad or wrong — The word misprint means that something is "printed wrongly."
2. to act badly or wrongly — The word misbehave means "to behave badly."

Read these sentences. Use the words below to complete the sentences. You will have to add re or mis to the words so that they will make sense in the sentences.

understood
tell
judged
fired
place
write
fit
count
painted
fuel
pronounced
teach

1. The rifle ________________ during target practice and had to be repaired.
2. I smeared the ink and decided to ____________ the letter.
3. The new teacher ________________ my name because she had never heard it before.
4. Is it possible for planes to ________________ in midair?
5. When I finish with the pen, I'll ______________ it on your desk.
6. The player __________________ the fly ball, and our team scored two runs.
7. We did not understand the lesson. Mrs. McCarthy will __________________ division tomorrow.
8. My father jokingly said I am a ________________ in the family because my brothers like chess and I don't.

9. The white paint did not cover the red. This chair must be ________________.

10. Because I ________________ the teacher's directions, I made some mistakes on the paper.

11. The totals do not agree. We must ________________ the ballots.

12. If I tell you the story now, I must ________________ it when the others return.

Write a short story. Use these words: retrace, recapture, misread, mislead.

USING PREFIXES AND SUFFIXES

New words may be formed by adding one or more prefixes or suffixes to a base, or root, word. Sometimes a word may have:

1. a prefix and a suffix, as in nonpaying
2. two prefixes, as in reinstate
3. two suffixes, as in noiselessly
4. more than one prefix and suffix, as in unmindfully

One way to build words is to put a syllable at the begining of a word to change its meaning. you can change happy to unhappy, view to preview, plant to transplant. The syllable placed before each of the words is called a prefix.

You know that fix means to fasten. The letters pre mean before. Therefore, the word prefix means to fasten before. Remember that a prefix is a syllable placed before a word to change its meaning. The prefix un makes a word mean the opposite of what it meant before the un was added. Able and unable are antonyms.

Un means not.	Unhappy means not happy.
Mis means wrong.	Misbehave means behave wrong.
Pre means before.	Prefix means fasten before.
Re means again.	Recount means count again.
Sub means under.	Submarine means under water.

Prefixes and suffixes are usually listed as separate entries in a dictionary. (your Writing dictionary lists the ones you have studied.) You can often figure out what a word means if you know the meaning of the root and of the prefix or suffix. -en suffix. 1. Made of, as in golden and wooden. 2. To make or become, as in redden and harden.

-er suffix. 1. A person or thing that, as in fighter and fastener. 2. More, as in cuter and luckier.

-ful suffix. 1. Full of, or having much of, as in useful and tuneful. 2. The amount that fills, as in boxful and spoonful.

un- prefix. 1. Not, as in unclear and unafraid. 2. The opposite of, as in untie and unwind.

The prefix re may mean back or again.

retie = to tie again

rebuild = to build again

repay = to pay back

recall = to call back to mind

SKILLS

ACTIVITIES

MATERIALS - REFERENCE - EQUIPMENT

Words that end in silent e usually drop the e before a suffix beginning with a vowel. close, closed, closing
close, closer, closest

SUFFIXES AND FINAL SILENT E

The word skate ends with a final silent e. The suffixes ed and ing begin with vowels. See how silent e is dropped as the suffixes are added.

(skate+ ing) — Tom is skating now.
(skate + ed) — Tom skated yesterday.

The words sure and hope end with silent e, but the suffixes ly, ful, ness, and less begin with consonants. See how suffixes beginning with consonants are added to words ending in silent e.

(sure + ly) — surely (sure + ness) — sureness
(hope + ful) — hopeful (hope + less) — hopeless

If the suffix begins with a vowel, drop the e.

If the suffix begins with a consonant, keep the e.

SUFFIXES AND FINAL Y

The endings that you add to root words are called suffixes. See what happens when uou add suffixes to these words that end in a consonant and y:

(busy + er) — busier (busy + est) — busiest
(hurry +ed) — hurried (hurry + ing) — hurrying

In adding the suffixes er, est, and ed, the y is changed to i.

SKILLS

ACTIVITIES

MATERIALS - REFERENCE - EQUIPMENT

Notice that in adding ing to hurry you keep the y so that you do not write ii.

See what happens when you add suffixes to a word that ends in a vowel and y:

(pray + ed) — prayed (pray + ing) — praying

You keep the Y when you add a suffix to such words.

If there is a consonant before final y, change the y to i, unless the suffix begins with i.

If there is a vowel before final y, keep the y.

A beginning added to a root word is called a prefix.
An ending added to a root word is called a suffix.

safe unsafe safely

The suffix y may mean like, full of, or having much of.

soupy = like soup
noisy = full of noise.
furry = having much fur

The suffix ful may mean full of, having much of, or the amount that fills.

playful = full of play
glassful = the amount that fulls a glass
meaningful = having much meaning

cheerful plateful basketful

The suffix ly usually means in a way that is ___.
Happily means in a way that is happy, or in a happy way.

This suffix may also mean like or each. Friendly means like a friend. Weekly means each week.

SKILLS ACTIVITIES MATERIALS - REFERENCE - EQUIPMENT

When endings are added to root words, the tense or the meaning is usually changed.

I will bake a cake tomorrow.
I am baking a cake now
I baked a cake yesterday.

WORDS WITH PREFIXES, SUFFIXES AND ENDINGS.

Some one-syllable root words to which a prefix, suffix, or ending has been added, divide into syllables between the root word and the word part. Read each word below and divide it into syllables.

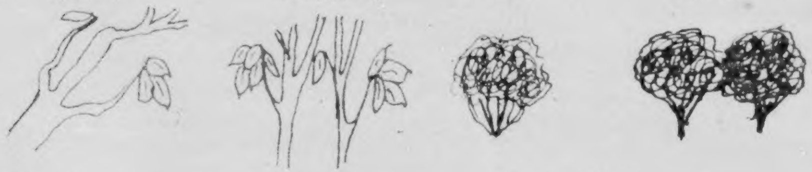
1. unheard ______________________
2. kindness ______________________
3. unwanted ______________________
4. greatest ______________________
5. fearless ______________________
6. slower ______________________
7. regaining ______________________
8. neater ______________________
9. sweetness ______________________
10. refreshing ______________________

SKILLS ACTIVITIES MATERIALS - REFERENCE - EQUIPMENT

d. Plurals

Look carefully at these words:

Singular	Plural	Singular	Plural
ax	axes	class	classes
branch	branches	bush	bushes



When a word ends in x, ch, ss, or sh, we add es to form a plural.

Singular	Plural
cat	cats
leg	legs
pig	pigs
rock	rocks
bud	buds

Say the words in the review list. Each word has a short vowel sound. Every word in the Singular column means just one. Each word in the Plural column means more than one. How was each plural formed?

Number your paper from 1 to 12. You will write two words after each number, the singular form and the plural form of each word.

PLURALS OF NOUNS

Read your new words. Do you see that each word is the name of something?

The names of persons, animals, places, and things are called NOUNS.

SKILLS | ACTIVITIES | MATERIALS - REFERENCE - EQUIPMENT

There are several ways to change singular nouns to their plural forms. To most words you simply add s, as in baskets and camels. Sometimes you add es, as in recesses and addresses. See how the plurals of these words are formed:

body — bodies tooth — teeth wife — wives

The plurals of nouns are formed in these ways:

To most words you add s. (dog - dogs)

To words that end in s, sh, ch, x, and z you add es. (dress-dresses, church-churches, bush-bushes, box-boxes, buzz-buzzes)

When a word ends in a consonant and y, you change the y to i and add es. (puppy-puppies)

When a word ends in f or fe, you may change these letters to v and add es. (wolf-wolves, knife-knives)

In some words you change the vowels. (tooth-teeth)

A word which means one is in the singular form.
A word which means more than one is in the plural form.

Regular plurals are formed by adding s or es to the singular. Irregular plurals are formed in other ways, such as changing f to fe to ves.

foot, feet
sheep, sheep
wife, wives

mouse, mice
leaf, leaves
woman, women

man, men
child, children

SKILLS ACTIVITIES MATERIALS - REFERENCE - EQUIPMENT

Singular words ending in s, sh, ch, or x are made plural by adding es.

classes wishes lunches sixes

Form most plurals of nouns by adding s or es to the name of one person or thing.

My sister is mighty good to me.
Mary Jane has two sisters, but I have only one.
Today I am wearing my sister's bracelet.

Sister is the singular form of the base word sister. It means one person. Sisters is the plural form of the base word sister. It means more than one person. Sister's is the possessive form of the word sister. The possessive form shows that a sister owns or possesses something, in this instance a bracelet.

---

e. Contractions

Write the two words.

1. I'll ______________
2. It's ______________
3. lets ______________
4. can't ______________
5. don't ______________
6. wasn't ______________
7. hasn't ______________
8. haven't ______________
9. isn't ______________

Ventures, TE p.321

A. FInd the word and write it.

haven't didn't Let's It's Can't isn't

1. Jim and Tony ____________________ gone home.
2. Jean said, " ____________________help grandmother."
3. Ricky ______________________stay around the house.
4. Ann said, "time for dinner."
5. "We __________________find them," said Jean.
6. Ricky _________________a squirrel.

Decide which words show ownership and which are contractions. Make a ring around each word that shows ownership. Write the contraction another way in the blanks. For example, for I'll, write I will in the blank.

1. I'll see you at Mark's house today. _______________
2. Ann and I haven't seen Bob's dog. ________________
3. They're having a party in Sue's yard. _____________
4. Mr. Jones didn't forget the horse's oats. ____________
5. What's the name of your sister's dog? _______________
6. This car's engine isn't very noisy. ____________
7. It's a long way to Kobi's house. ______________
8. Jack couldn't find the man's shop. ____________
9. Dad's car wouldn't start today. _____________
10. I've been to Patty's house already. ___________
11. That's a good joke Janet's father told us. ____________
12. Ann's brother won't go with us. _____________
13. Let's go to Sue's house. ______________

USING CONTRACTIONS WITH NOT

Many of the contractions which you use every day are made by shortening not to n't. The examples below show some contractions of this kind. As you look at these contractions decide which letter or letters have been left out in each contraction.

had not	hadn't	were not	weren't
does not	dosen't	was not	wasn't
do not	don't	could not	couldn't
must not	mustn't	would not	wouldn't
cannot	can't		

When you make a contraction with the word not, you leave out the o in not. In cannot you leave out two letters, the n and the o in not.

> Good English Habit 20. Write a contraction as one word. Use an apostrophe to show where a letter or letters are left out.

A shortened word made from two words written together is called a contraction.

The mark which shows where one or more letters have been left out make a contraction is called an apostrophe.

The word contraction is made from the word contract. Contract means to shorten or make smaller. Why do you think contraction is a good term for words such as isn't and wasn't?

Notice that when you shorten the words, you leave out a letter and make one word from two. The apostrophe (') shows where a letter has been left out. Words shortened in this way are called contractions.

A contraction is a word made by joining two words and replacing one or more letters with an apostrophe. I'M I'll he's she'll don't

SKILLS

B. Word Meaning

1. Develope ability in getting meaning from Context

ACTIVITIES

Choose the word which will make sense in each sentence.

1. It is ____________ for me to walk faster.
   impatient impossible improved
2. Sue ____________ five cents for the sucker.
   paint paid pail
3. Did Mary ____________ her arm?
   break bread bring
4. Some people like to ______________ snow.
   shop shame shovel
5. We get ______________ from mines.
   cool coal coat

II. Let the sense of the sentence tell you which word to choose from the words below each sentence.

1. Mary recieved a _____________ for finding the ring.
   return reward refuse
2. Tom plans to ______________ the whole class to the party.
   invite insist instead
3. ______________ Bill nor Sally wanted to go.
   Neighbor Neither Needle
4. We were away on a trip for ______________ days.
   travel twice twenty
5. Will you put out a ______________ of milk for the dog?
   bone bow bowl
6. The dog only ________________ at the dish of food.
   slipped sniffed snowed

MATERIALS - REFERENCE - EQUIPMENT

Trade Winds T.E pp. 58, 64

Workbook
The Continental Press

SKILLS ACTIVITIES MATERIALS - REFERENCE - EQUIPMENT

SAP'S RUNNING (ages 340-348)

Let the sense of the sentence tell you what the new word means.

1. The boys remembered the rules for being good woodsmen. They extinguished (eks ting'gwisht) the fire before they left the w woods. To extinguish is to ________________________.
2. The house in which we live has been sold, and we have orders to vacate (va kat) at once. To vacate a house is to __________.
3. The building was simply stupendous (stu pen'dus). It covered an entire city block and reached forty stories into the air. Stupendous means ____________________.
4. The vocalish (vo kal ist) sang many songs I knew. A vocalist is a __________ ________.
5. When we saw the smoke, it was evident (ev'i dent) to all of us that the house was on fire. Evident means ____________.
6. When he saw Mother going out the door, the baby began to whimper (hwim'per). To Whimper is to ________________.
7. "How do you feel today?" the doctor asked his patient (pa'shent). A patient is a ____________________.
8. The snow was so deep and the weather so inclement (in klem'ent) that I decided to stay in the house. Inclement means ___________.
9. "These apples are such fine ones," said the storekeeper to the farmer, "that I will pay you the maximum (mak'si mum) price." Maximum means ____________________.

I. Write the correct word in each blank. Choose from the three words below each sentence.

1. Would you ______________ be a fireman than a policeman?
   ranger rather rabbit
2. Tom lost his ______________ and couldn't unlock the door.
   kite keep key
3. The people in the small ________________ saw the elephant.
   village visited violet

4. The man said, " I didn't sleep a ____________ last night."
wind wing wink

5. I have some ______________ growing in my garden.
letters lettuce lessons

6. Red is my ________________ color.
farther feather favorite

7. The little girl ________________ out of the window.
packed picked peeked

II. Underline the root words from the list of words below.

1. peeking
2. unswept
3. replace
4. unlocked
5. display
6. mistaken

III. Write the meanings of these prefixes.

1. re ____________________________________

2. un ____________________________________

I. Pick out the root word from each word in the list and write the root word on the line beside each word.

1. uninterested ______________
2. fastest ________________
3. slower ________________
4. sadness ________________
5. careful ________________
6. screamed ______________
7. unlocking ______________
8. rebuild ____________
9. discover ____________
10. unbroken ____________
11. doubtless ____________
12. replace ____________
13. unkindness ____________
14. friendless ____________

From C. to C. pp. 34-36

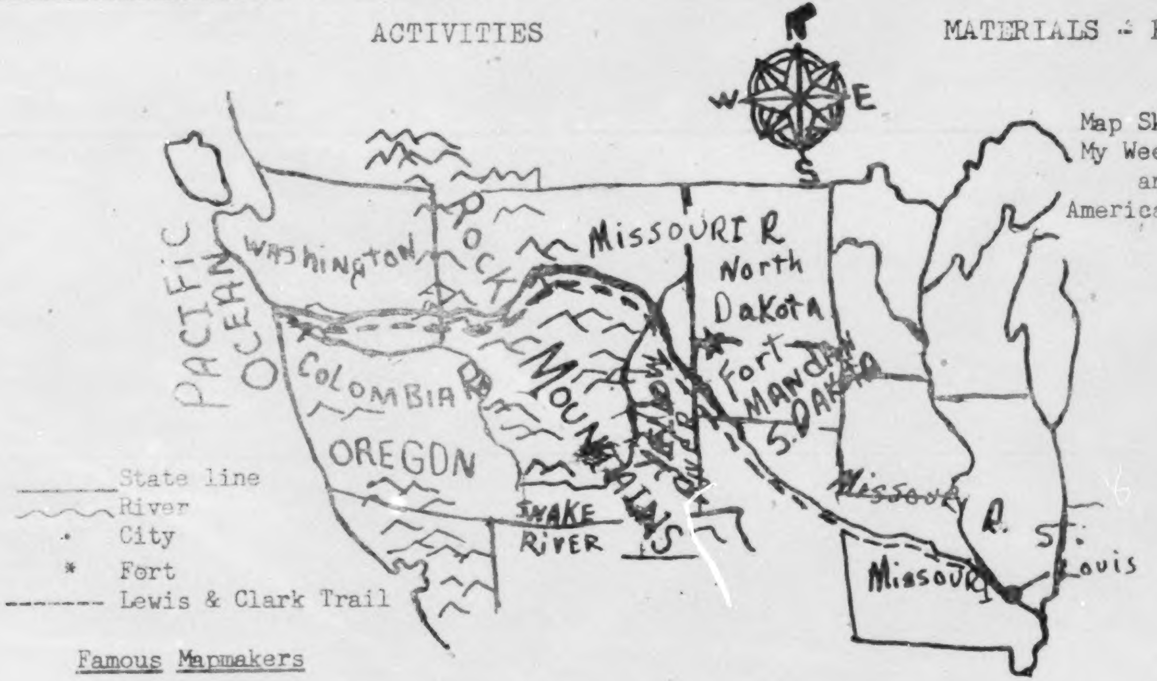
In each sentence context clues will tell you the meaning of the underlined word. Find the meaning in the list at the bottom of the page. Write the number of the meaning of the underlined word as is shown in the first sentence.

1. When the rain began to abate, I started homeward. 1
2. There is a ban against riding bicycles on the sidewalk.____
3. I deem it a wise thing to do to save my money. ______
4. I fag out by the time I have walked a mile. My legs won't take it. _____
5. Jane is a spoiled child. Why do you pamper her the way you do? ______
6. The time had come to embark. So I got on board ship. ______
7. Please get out of my way. You hamper me when I am trying to work. __
8. The carved chest was very ornate. It was decorated inside and out.______
9. He had a queer way of walking. I have never seen anyone with a gait like that. _______

1. to stop or grow less
2. to think or judge
3. to go on board a ship
4. overly decorated
5. to bother or get in one's way
6. a law or rule
7. to grow tired
8. to spoil by kindness
9. manner or way of walking

2. Use of Map Skills

Map Skills
My Weekly Reader
and
American Adventures


N
W
E
S
PACIFIC OCEAN
WASHINGTON
ROCKY MOUNTAINS
MISSOURI R
North Dakota
Fort MANDAN
S. DAKOTA
COLOMBIA R
OREGON
SNAKE RIVER
Missouri R.
St. Louis
Missouri
State line
River
City
Fort
Lewis & Clark Trail

Famous Mapmakers

How lucky we are today to be able to stop at a filling station and ask for a map of a state we are about to travel through!

How different it was in 1804 when Lewis and Clark began their famous trip through the Northwest! They saw no filling stations and they had to make their own maps. There weren't even any states west of the Mississippi River!

We have these two explorers to thank for parts of the map on this page. They recorded their travels and the courses of rivers they saw on their way from St. Louis to the Pacific. New on the map, however, are the outlines of states. By studing this map, you can learn facts Lewis and Clark never knew.

1. Find St. Louis, the starting place of the Lewis and Clark expedition, and underline it.
2. Draw a line around the name of the river on which the men sailed as they started out.

SKILLS ACTIVITIES MATERIALS - REFERENCE - EQUIPMENT

3. The Indian woman, Sacajawea, and her husband joined the expedition as guides at Fort Mandan. Underline the name of the state where you find that fort.

4. Put X on the spot where the explorers reached the Pacific coast.

5. Put a ✓ below the name of the river which flows between what are now the states of Oregon and Washington.

6. Underline, below, the names of the two rivers Lewis and Clark used to make their way west from St. Louis to the Pacific Ocean.

Columbia Snake Missouri Mississippi

Purpose: Thinking — map reading, following directions.

Directions: Read the introduction and study the map. Follow the directions for marking the map and write answers to the questions. Use: With pages 62-68, American Adventures.

New words: Columbia*, Dakota*, Mandan*, St. Louis*, Lewis, Clark, explorers, expedition*. Sacajawea*.

II. WORD ATTACK SKILLS

A. Structural analysis

1. Syllabication

Ending d with le words. Read the first word below. Notice how paddled divides into syllables. When the ending d is added to a twi-syllable word that ends with le, the consonant before le usually begins the last syllable. Read each word and divide into syllables.

1. paddled ________pad/dled ________
2. fiddled ____________________
3. trampled ____________________
4. wrinkled ____________________
5. crippled ____________________
6. jingled ____________________
7. handled ____________________
8. nibbled ____________________

Language Arts
Activity Cards
(Syllables)

Around the Bend Studybook p. 21

SKILLS ACTIVITIES MATERIALS - REFERENCE - EQUIPMENT

Ending ing with le words. Read the first word below. Notice how bubbling divides into syllables. When the ending ing is added to a two-syllable word that ends with le, the e is dropped. The consonant before the letter l usually begins the last syllable. Read each of the other words and divide them into syllables.

1. Bubbling ________ bub/bling ________
2. bottling ________________
3. scrambling ________________
4. tangling ________________
5. hobbling ________________
6. jingling ________________
7. rumbling ________________
8. gobbling ________________

Words with Blends. Read the first word below. What consonant do you hear at the end of the first syllable? What consonant blend do you hear at the beginning of the second syllable? Notice how monster divides into syllables between the consonant n and the blend st. Two consonants that blend make a double sound should not be separated. Read each of the other words and divide them into syllables.

1. monster ________ mon/ster ________
2. laundry ________________
3. surprise ________________
4. hundred ________________
5. instant ________________
6. pilgrim ________________
7. hamster ________________
8. holster ________________

Unlike Middle Consonants. Read the first word below. What consonant do you hear at the end of the first syllable? What consonant do you hear at the beginning of the second syllable? Notice how lantern divides into syllables between the n and t. Read the other words. Listen for the consonant at the beginning of the second syllable. Divide the words into syllables. Also listen for the constonant at the end of the first syllable.

When you look at a word, do you know which syllable is likely to be accented?

Each word listed below has two syllables. Say each one and listen for its accented syllable. Write 1 or 2 to show which syllable you think it is.

distant ________

dreadful ________

amuse ________

reason ________

shiver ________

Daddy ________

Lucy ________

practice ________

wobble ________

daughter ________

husband ________

announce ________

Sammy ________

steady ________

Underline the sentence below that is true.

In words of two syllables, the first syllable is likely to be accented.

In words of two syllables, the second syllable is likely to be accented.

Write the word from above that belongs on each line below.

A girl's name ____________

A boy's name ____________

The opposite of wife ____________

The opposite of wobbly ____________

Syllables. The number of vowel sounds in a word tells how many syllables the word has. There may be more than one vowel in a syllable, but there is only one vowel sound.
(bo~~a~~t — 1 vowel sound, 1 syllable heard.) Since some vowels combine to make a single sound, they are part of the same syllable. (spoon — oo —1 vowel sound, 1 syllable heard.)

Read the words below. Cross out silent vowels. Circle vowels which combine to make a single vowel sound. On the lines below, divide the words that can be divided into syllables.

heavy
weightless
paddle

instead
disappointed
baseball

joined
owner
chosen

guesser
saucer
refreshment

carnival
around
guessed

Vowel Sounds and Syllables. Say each word below. In the first column, write the number of vowels you see in each word. In the second column, write the number of vowels you hear in each word. In the third column, write the number of syllables each word has.

	Vowels seen	Vowels heard	Syllables
rewrite			
American			
silently			
telscope			
trainload			
gingerbread			

1. lantern ______lan/tern______
2. mistake ____________________
3. sentence ____________________
4. wander ____________________
5. center ____________________
6. cartoon ________________
7. fountian ________________
8. curtain________________
9. market ________________

Dividing Words into Syllables. Below are different kinds of words. Some of the words have like (twin) middle constonants. Other words have unlike middle consonants, or a single consonant and a digraph or blend. Say each word and divide it into syllables.

1. lobster ____________________
2. welcome ____________________
3. follow ____________________
4. mountian ____________________
5. control ____________________
6. farther ________________
7. harpoon ________________
8. blossom ________________
9. turkey ________________

Words with digraphs. Read the first word below. What consonant do you hear at the end of the first syllable? What consonant digraph do you hear at the beginning of the second syllable? Notice how orchard divides into syllables between the consonant r and the digraph ch in the middle. A consonant digraph in the middle of a two-syllable word stands for a single consonant sound and should not be separated. Read each of the other words and divide them into syllables.

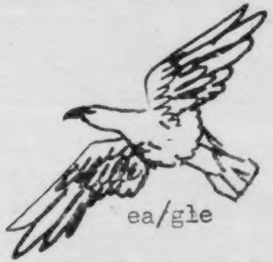
1. orchard ____or/chard______
2. mischief ________________
3. panther ________________
4. anchor ____________________
5. merchant ________________
6. orphan ________________
7. orchid ________________

ALLIGATOR ________ ________ ________

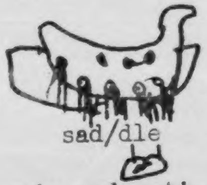
hammerhead ________ ________ ________

flycatcher ________ ________ ________

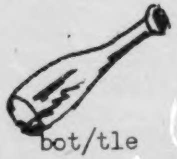
stovepipe ________ ________ ________



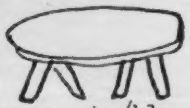
ea/gle



sad/dle



bot/tle



ta/ble

Read the words again and notice that the last syllable begins with the consonant before le.

Read the words below. Then divide each word into syllables by placing a line between the syllables.

1. cra/dle
2. double
3. muzzle
4. fumble
5. tangle
6. humble
7. sparkle
8. beetle
9. people
10. huddle
11. bridle
12. rustle
13. steeple
14. ankle
15. single
16. pebble

SYLLABLES AND MUSIC
PHONICS: Listening Skills.

half note quarter note

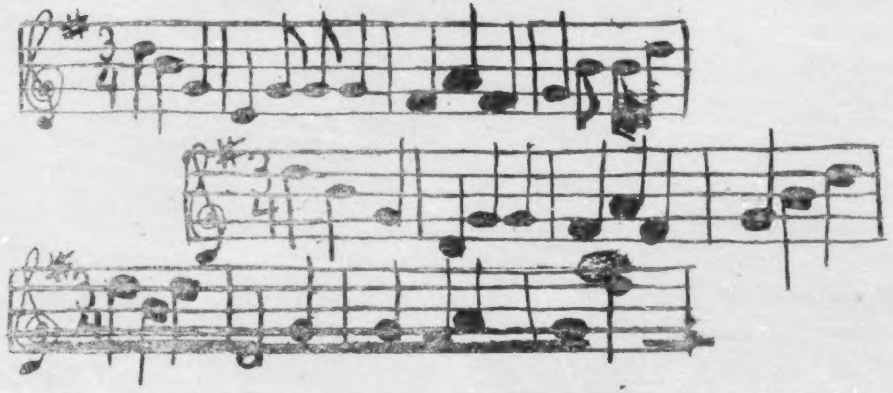
In using a songbook, you usually sing one syllable of each word with one note of the music. Below is the first line of a song, "My Radio." With it are three lines of music. Count the number of syllables in the line and put a ✓ before the music that goes with it. The number of syllables and notes must agree.

SKILLS

ACTIVITIES

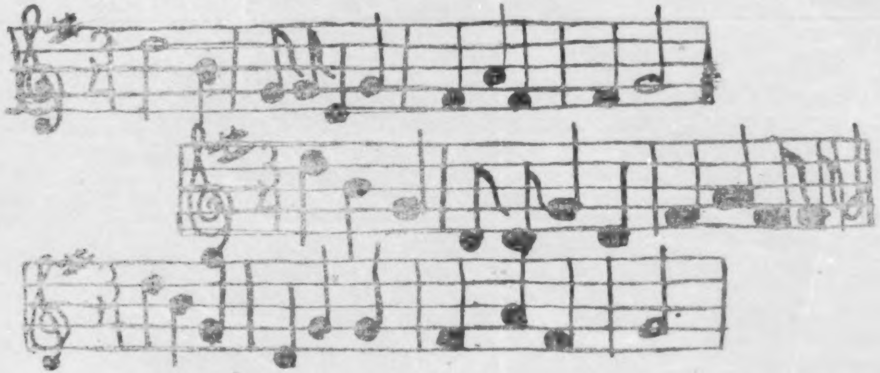
MATERIALS - REFERENCE - EQUIPMENT

When I'm alone I just turn on the radio,



Here is the second line of the song. Do the same as above. Count the syllables in the line. Then put a before the line of music that goes with it.

Tune in a station and keep it down low.



When your group has agreed upon the music, you may plan to sing the song together. PURPOSE: Phonics — syllables. DIRECTIONS: Given above. USE: With pages 198-199, American Adventures. NEW WORD. note*

Language Arts

Activity Cards

Around the Bend studybook p. 21

SKILLS

2. Know Accent Clues

3. Suffixes and Prefixes

ACTIVITIES

Write the italicized derivatives on the board. In each instance have pupils tell what makes the difference in meaning. What is the difference between

a careful person and a careless one?
a childish person and a childless one?
a cloudy sky and a cloudless sky?
being alive and being lively?
a shipper of toys and a shipment of toys?
a governor and a government?
untying shoelaces and retying them?
seeing something and foreseeing something?
agreeing with a person and disagreeing with hiM?
speaking politely and speaking impolitely?
going homeward and being homeless?

PRONUNCIATION KEY

• The use of this excercise will check pupils' ability to use a dictionary in deriving pronunciations. To begin, suggest that children turn to the full pronunciation key on page 492 of Ventures and use it as a reference for a pronunciation game.

Working Magic with Prefixes

You can work magic with some special syllables. All you need is a word you know and the syllable to do your trick.

The word you begin with is called a "base word." Let's use "happy as our base word. Add the syllable un- before you "happy" and you've made a new word "unhappy." Can you tell how the meaning of "happy" was changed by reading the sentence below?

> Everybody was happy when the Blue Team won, and unhappy later when the team lost.

By adding the syllable un- you added "not" to the meaning of the base word. The meaning, "happy" or "glad," was changed to "not happy" or "not glad."

MATERIALS - REFERENCE - EQUIPMENT

Trade Winds T. E. p. 105

Suffixes —
- Around the Bend Studybook p. 33
- Ventures T.E. pp. 99-100, 322-325
- Trade Winds T.E. p. 44,61

Prefixes —
- Around the Bend Studybook p. 32
- Around the Bend T.E. p. 242
- Ventures T.E. pp. 325-327

SKILLS

ACTIVITIES

MATERIALS - REFERENCE - EQUIPMENT

A SYLLABLE THAT IS ADDED BEFORE A BASE WORD TO CHANGE THE MEANING OF THE WORD IS CALLED A "PREFIX."

Other prefixes that mean "not" or "the opposite of" are dis-, im-, and in-. Here are some examples:

appear (to come into sight)	disappear (to go out of sight)
Possible (can be done)	impossible (cannot be done)
correct (right)	incorrect (wrong)

In your reading you may see the prefix re- added to base words that you already know. Re- added to a base word adds "again" to the meaning of the base word. "retell" means "to tell again." "Reprint" means "to print again." It will be easy to find out what Jane had to do as you read the sentences on the next page.

The Magic Word - Macmillan

Working Magic with Suffixes

You have already worked with prefixes and base words to make new words with added meanings. You can work magic with syllables at the ends of words, too.

A SYLLABLE THAT IS ADDED TO THE END OF A WORD TO ADD NEW MEANING TO THE BASE WORD IS CALLED A "SUFFIX."

Begin with the base word "speak" and add the suffix -er to make a new word "speaker." Can you tell the meaning that the suffix -er added to the meaning of the base word "speak" when you read the sentences below?

Have you heard Dr. Horn speak?
Yes, he's a good speaker.

"Speak" changes to "speaker" or "one who speaks." In the same way "listen" with the suffix -er added becomes "listener" or "one who listens."

Add the suffix -ness to the base word "kind." and you will make the new word"kindness." Read the sentences below. Can you find out how -ness added more meaning to "kind"?

It Was a kind act when Mrs. Brown helped Sue.
Mrs Brown is known for her kindness to children.

The suffix -ness added "the state of" to the meaning of "kind." "Kindness" means "the state of being kind."

"Clear" with the suffix -ness added becomes "clearness." It means "the state of being clear." "Good" becomes "goodness" and means "the state of being good."

The Magic Word-MacMillan

DO SUFFIXES MAKE A DIFFERENCE?

Number from 1 to 8 on your paper. The base word is underlined in the first sentence in each pair of sentences below. Copy the base word after the number of each sentence.

Add the suffix -ness, -er, -y or -ly to each base word to make a new word that fits the meaning of the second sentence. Write the new word beside the base word.

1. Can you train lions and tigers? No, I can't, but the circus has a good animal ______________.
2. People who cannot see are blind. Many of these people learn to read and write inspite of their ________________.
3. I did not sleep will last night. Today I feel ____________.
4. See how white those horses are! Their _______________makes them look as if they had been painted.
5. He is a slow worker. He works more ______________than I do.
6. How do you know the princess is happy? Her smiling face shows her __________________.
7. Will you ride in the horse show? No, I'm a poor ____________.
8. Can't you make that fire burn instead of smoke? It will make our food taste ______________. (The Magic Word-MacMillan)

SKILLS

B. Phonic analysis

1. Phonic skills

a. Single consonants
and blends

ACTIVITIES

WHICH WORD IS IT?
PHONICS:Pronunciations THINKING: Meaning Clues

eight

/'et/ /'at/ /'at/

Henry counted eight steps on the latter that was leaning against the hut.

Eight is
______ a number.
______ food to put into the mouth.
______ a kind of scales.

gypsy

/je-'raf /'gev-rn/ /'jip-se/

Maria smiled pleasently as she handed the gypsy a quarter for the lovely ring.

A gypsy is
________an herb grown in Alaska.
________ a kind of jewel.
________ a person of a special tribe.

pleasant

/'plant-ed/ /'prez-nt/
/'plez-nt/

Every soldier liked Colonel Henry because he was such a pleasant man.

Pleasant means
_______a gift.
_______willing to agree.
_______displeasing.

pool

/'pul/ /'pol/ /'pul/

Jim ran to the edge of the pool and jumped into the cool water.

A pool is
______a small still body of water.
______a flour mill.
&&&___a furnace for cleaning copper.

MATERIALS - REFERENCE - EQUIPMENT

Around the Bend T.E. p. 48-49

April Crackle

/ap-ren/ /'ap-rel/ /'ap-l/ /'krak-r/ /'krak-l /'chek-l/

Jack's birthday is the twenty first day of April.

April is
_______a month of the yr.
_______a covering to protect clothes.
______a kind of food.

The wood began to crackle as flames leaped up the chimney.

To crackle means
_________to fly like a bird.
_________to make sharp, sudden, repeat noises.
_________to glow.

PURPOSE: Phonics - pronunciations. DIRECTIONS: Use your pronunciation key on the inside front cover to decide which pronunication would be found in tje dictionary for the word at the top of each box. Underline that pronunciation. Then read the sentence to help you understand the use of the word. Last, put a check before the meaning you think is right. USE: With pages 347-352, American Adventures. NEW WORDS: None.

III. Read each sentence below and put in the missing letters from those below.

th, ch, fl, st, wh, bl

1. A robin --ew out of its nest.
2. Do you know --ich day it is?
3. Can you read toby's --ory?
4. My uncle has a --ack car.
5. The horses grazed on the ran--/

PURPOSE: Phonics -- blending phonograms. DIRECTIONS: On the left are six pairs of words. In each pair underline the first consonant letter or letters of the first word and the rhyming part of the second. Write the underlined parts of words to make a different word. The first word is done for you.

SKILLS | ACTIVITIES | MATERIALS - REFERENCE - EQUIPMENT

After you have finished making the different words, complete the word game at the right. Print only a rhyming part to complete each word. Meaning helps are given below. Use words from the lists at the left. Three are not used. USE: With pages 339-346, American Adventures. NEW WORDS: dime*, crackles.

BLEND-A-WORD-GAME

PHONICS: Blending parts of Words

THINKING: Meaning Clues; Following Directions (Puzzles)

hose
nut ________

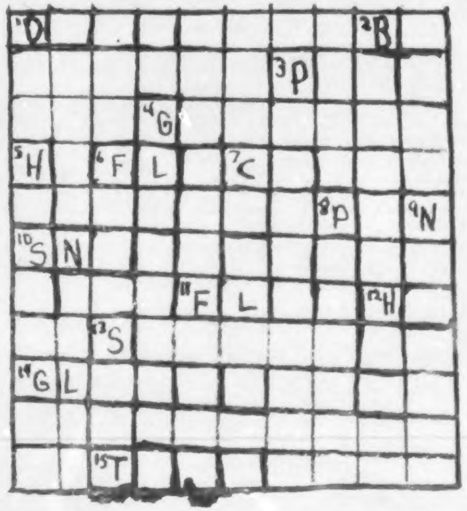
glance
snow ________

flock
sight ________

pig
cool ________

salt
boil ________

death
time ________



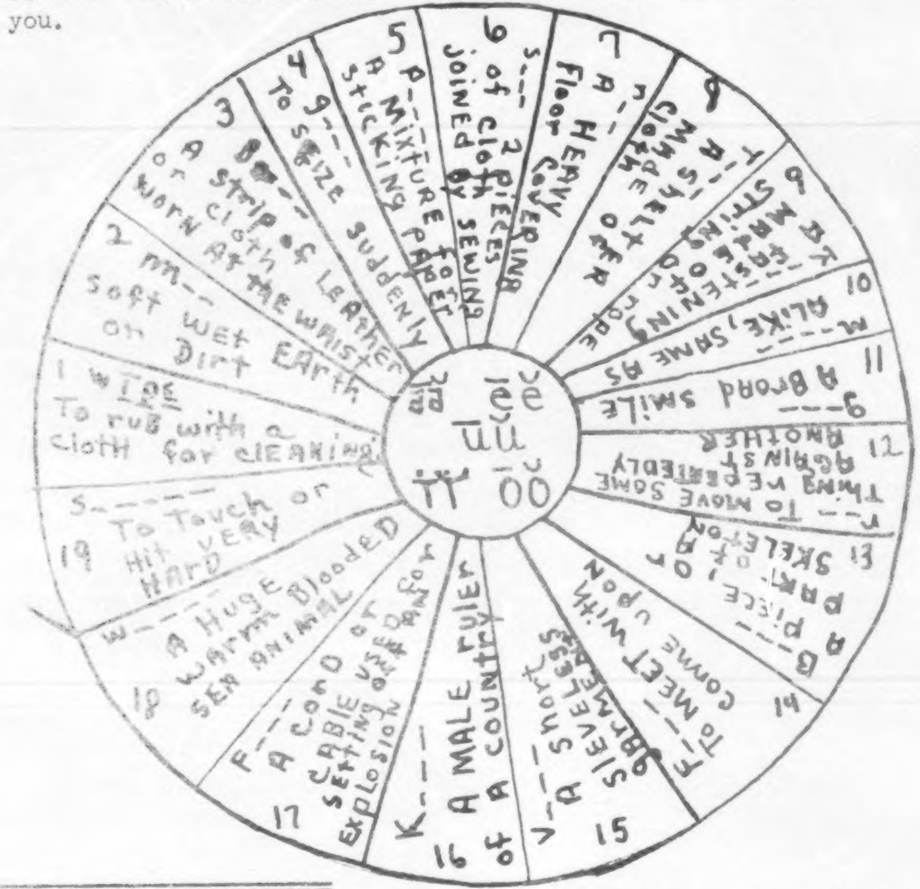
down
2. to be excited or angry
4. To shine, giving off heat and light
5. Rubber piping for carrying water
7. Opposite of warm
8. A barnyard animal
9. Seed with a hard shell that crackles when broken
12. A small shed or cabin
13. a seasoning for foods

across
1. End of life for plant or animal
3. Small body of still water
6. Group of one kind of animals
10. A form of water
11. The act of flying
14. A quick look
15. The passage of hours, days, or years

SKILLS | ACTIVITIES | MATERIALS - REFERENCE - EQUIPMENT

b. Short & long Vowels

Work your way around the circle puzzle. Read the clues. Write the correct word and mark the vowels. The first one is done for you.


1 wipe To rub with a cloth for cleaning
2 m-- Soft wet earth or dirt
3 B--- A strip of leather or cloth worn at the waist
4 g--- To seize suddenly
5 p--- A mixture for sticking paper
6 s--- 2 pieces of cloth joined by sewing
7 r-- A heavy floor covering
8 t--- A shelter made of cloth
9 kn--- A fastening made of string or rope
10 m--- Alike, same as
11 g--- A broad smile
12 r--- To move some thing repeatedly against another
13 b--- A piece or part of a skeleton
14 f--- To meet with, come upon
15 v--- A short sleeveless garment
16 K--- A male ruler of a country
17 F--- A cord or cable used for setting off an explosion
18 w--- A huge warm blooded sea animal
19 S---- To touch or hit very hard
ā ă ē ĕ ū ŭ ī ĭ ō ŏ

List words that contain a long vowel sound and do not end with e.

Vowel Sounds
Word Meanings

SKILLS

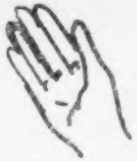
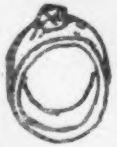
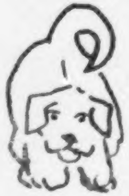
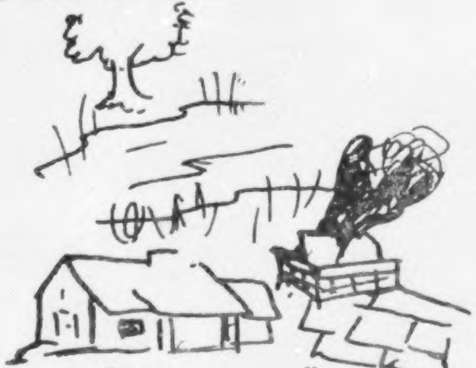
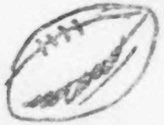
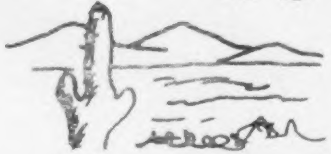
ACTIVITIES

MATERIALS - REFERENCE - EQUIPMENT

II. Mark the sounds of the vowels which are underlined in the words below. If the vowel is silent, mark it out. (X)

1. hap/py
2. even
3. leath/er
4. came
5. un/til
6. road
7. cope
8. pre/fix
9. shrunk
10. twice
11. ze/ro
12. ruff

Say each picture name. Write a numeral to show the number of vowel sounds you hear.

See Hear

Read the words in the box at the right. In column 1, write the number of vowels you see. In column 2, write the number of vowel sounds you hear.

1. sheet
2. smile
3. beads
4. boast
5. geese
6. graze
7. knock
8. raise
9. haul
10. grease

SKILLS | ACTIVITIES | MATERIALS - REFERENCE - EQUIPMENT

III. Draw a ring aroound each word below having anywhere in it the long ī sound. Draw a line under each word having in it the short i sound.

1. grin
2. bite
3. till
4. lion
5. might
6. timber
7. prize
8. dinner
9. tight
10. mix
11. delight
12. knit
13. drive
14. wire
15. wrinkle

---

c. Vowel teams

VOWEL SOUNDS

The Continental Press, Inc.

I. Write each word under the correct vowel sound below. The first one is done foreyou.

long ē	long ā	long ī	long ō
1. clean	6. laid	11. goat	16. aim
2. boat	7. road	12. steal	17. meat
3. train	8. leave	13. raise	18. paint
4. leap	9. fail	14. peach	19. loaf
5. cried	10. tie	15. pie	20. dried

You know that sometimes two vowel letters have one sound; as, ai in faint. Watch for two vowels with one sound in the words below. Underline each vowel or pair of vowel letters having one sound. Then write after the word the number of syllables it has. The first one is done for you.

coffee 2

vibration ___

freedom ___

boil ___

Monday ___

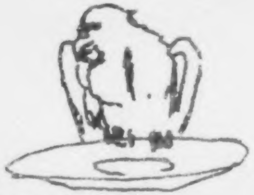
disappointed ___

undoubtedly ____ foolishness ____

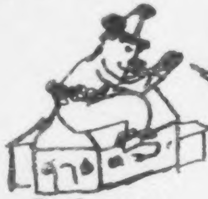
laid ____ dreadful ____

Put a check before a two-syllable word that is a kind of drink.

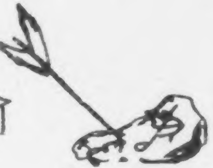
Read the picture names. Notice that the spelling in each pair differs, but the vowel sound remains the same.



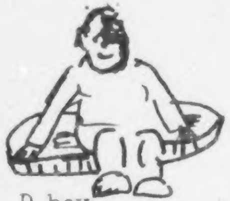
A hawk
saucer



B clown
house



C arrow
dough



D boy
coin

lawn
straw
south
bowl

joint
decoy
autumn
dough

snow
mouth
owl
soil

four
growl
trout
hoist

thaw
point
crowd
voyage

poison
crawl
ounce
joy

Some of the words in the lists above are defined below. Write the correct word by each definition. Then write A, B, C, or D to show which key words at the top have the same vowel sound as the word you write in the blank. The first one is done for you.

1. a soft, thick baking mixture dough C
2. an opening through which an animal takes food ____________ __
3. a journey on water ____________ __
4. a deep sound of an animal ____________ __
5. a fresh-water fish that is good to eat ____________ __
6. a skull and crossbones appear on it ____________ __
7. a hollow, rounded dish ____________ __
8. something a baby does before he walks ____________ __
9. a unit of weight ____________ __

SKILLS

ACTIVITIES

MATERIALS - REFERENCE - EQUIPMENT

10. a kind of frozen water needed for sledding ________ __
11. a season ________ __
12. an amount which is one-third of twelve ________ ___
13. a word which means nearly the same as ground ________ __
14. a bedding used for animals ________ __
15. to melt; to become less cold ________ __
16. [illegible] place where two things are joined ________ __
17. a large number of people together ________ __
18. a piece of land covered with grass kept closely cut ________ __

Write a sentence for each word you did not use in answer to a riddle.

Vowel Sounds (au, aw; ou, ow; ol, oy)
Word Meanings

II. The letters al, all, au, or aw usually make the sound you hear in all. In the blanks put a word with this sound that has the same meaning as the words which are given. The first one is done to show you.

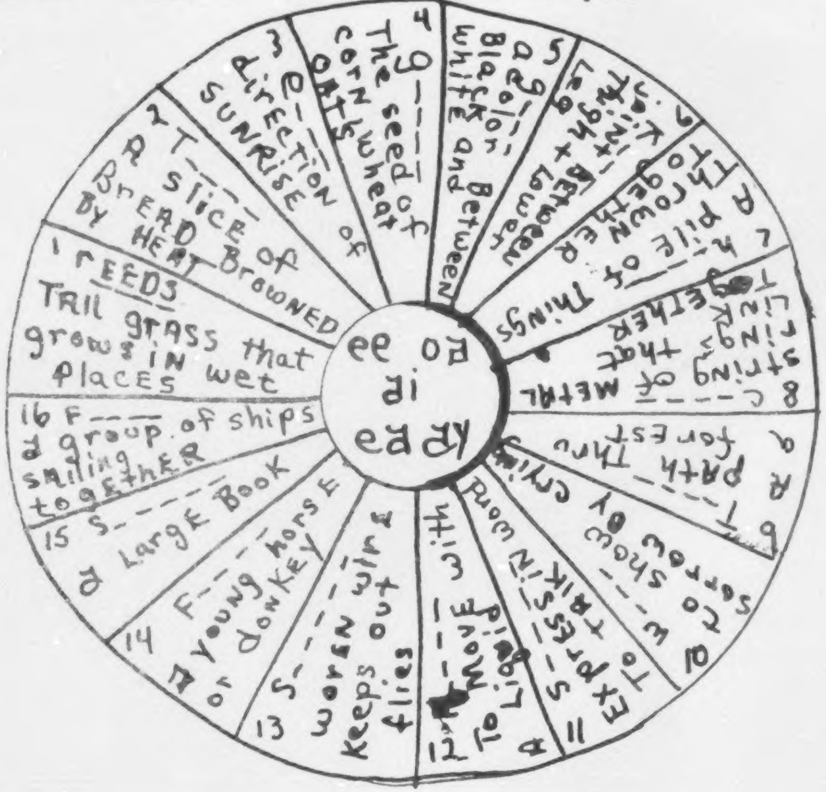
1. Not cooked r a w
2. Animal hands P _ _ s
3. Not short t _ _ _
4 Some farm animals sleep on it-s _ _ _ _
5. Everything a _ _

III. The letters oi and oy have the sound you hear in boy. Underline each word that has this sound.

boil corn enjoy long joint
point pony

SKILLS ACTIVITIES MATERIALS - REFERENCE - EQUIPMENT

Work your way around the circle puzzle. Read the lines. Write the correct word and mark the vowels. Use only words with ee, oa, al, ea, and ay. The first one is done for you.


ee oa
ai
ea ay
1 reeds
Tall grass that grows in wet places
2 T---
A slice of bread browned by heat
3 e---
direction of sunrise
4 g---
The seed of corn wheat oats
5 g---
a color between black and white
6 J---
Joint between thigh + lower leg
7 h---
A pile of things thrown together
8 C---
string of metal rings that link together
9 T---
A path thru forest
10 w---
to show sorrow by crying
11 S---
To express talk in words
12 f---
To move with
13 S---
woven wire keeps out flies
14 F---
young horse or donkey
15 S---
a large book
16 F---
a group of ships sailing together

Use these words in sentences: brains, soak, cheese, dream, tray

Vowel Sounds (ee, oa, ai, ea, ay)
Word Meanings

SKILLS

2. Review of Vowel Rules

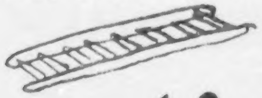
ACTIVITIES

PHONICS: Listening to Vowel Sounds; Using Vowel Rules

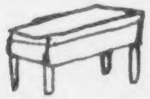
a	ax /'aks/	i	kick /'kik/
ā	cave /'kāv/	ī	five /'kīv/
ar	part /'part/	or	corn/'korn/
e	scent /'sent	e	rug /reg/
e	creak /'krek/	er	worse /'wers/

Above are some vowel sounds and key words. These sounds are often heard in accented syllables of words such as the names of the pictures below.

Say each name and listen to the vowel sound in its accented syllable. Then print one of the following to show that sound: a, ā, ar, e, ē, i, ī, or, e, er.


______

40
______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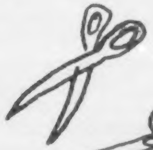
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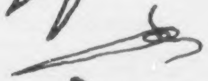
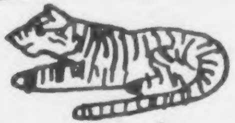

______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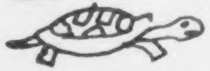
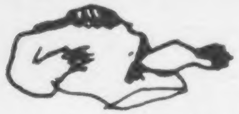

______


______

MATERIALS - REFERENCE - EQUIPMENT

American Adventures Study Book p. 36

Around the Bend T.E. p. 260

Trade Winds TE p. 51

SKILLS

ACTIVITIES

MATERIALS - REFERENCE - EQUIPMENT

1. One vowel letter has a short sound.
2. When two vowel letters are side by side, the long sound of the first vowel is heard and the second vowel is silent.
3. When there are two vowel letters, one of which is final e, the long sound of the first vowel is heard and the final e is silent.
4. When one or more vowel letters are followed by r, the sound of r is heard with the vowel.

You have used the above rules to decide what vowel sound to say in words of one syllable. They may be used to say the vowel sounds in accented syllables of longer words, too.

Look at each pair of words below. Decide which rule is used to say the vowel sound in the first word and inthe accented syllable of the second word. Then write its number beside the pair as the first one is done.

herd
service 4

whine
arrive ____

bead
beaver ____

shed
collect ____

her
certain ____

cart
harness ____

dust
huskey ____

rich
wicked ____

tea
reason ____

face
awake ____

SKILLS | ACTIVITIES | MATERIALS - REFERENCE - EQUIPMENT

PURPOSE: Phonics -- vowel sounds in accented syllables. DIRECTIONS: Given above. USE: With pages 104-111, American Adventures. NEW WORDS: service, whine.

---

6. Use of dictionary and glossary
   1. Review
      a. Alphabetical arrangement of words

When you arrange words in the order in which their first letters come in the alphabet, you are arranging them in alphabetical order.

A. Place + before the numbers in front of the groups of letters below that are arranged in alphabetical order.

---- 1. b c d
---- 2. x y z
----3. i j k
---- 4. h j i
---- 5. c d e
---- 6. r q s
---- 7. n o p
---- 8. u v w
---- 9. r s t
---- 10. g i h
---- 11. p q r
---- 12. l m n

B. Some of the names below are arranged in alphabetical order and others are not. Put + on the line above each group that is arranged in alphabetical order.

1. ----
Keller
Lambert
Martin

2. ----
Armstrong
Beck
Carter

3. ----
Dunning
Flowers
Edwards

4. ----
Golding
Peters
Jinkins

5. ----
Smith
Thompson
Underwood

6. ----
Jones
Stewart
Thornton

7. ----
Greene
Hudson
Daly

8. ----
Allen
Butler
Carroll

On the lines below write the names of these fruits in alphabetical order: pear, orange, apple, watermelon, banana, grapes. (Score as 6 points.)

__________ __________ __________

__________ __________ __________

American Adventures studybook p. 14

Practice for Using Good English-Workbook pp. 43-44
(activity shown)

SKILLS	ACTIVITIES	MATERIALS - REFERENCE - EQUIPMENT

YOUR NAME'S PLACE

This game is particularly helpful in the beginning of the year to familiarize the children with each others names. With young children, split the class into four or five groups. Each group should form a circle, then line up alphabetically, according to their first or last names. The first group that is ready and correct wins. With older children, split the class into two teams and have each team line up alphabetically on opposite sides of the room. Or pass a complete list of the class to each child and have him number the names in alphabetical order. (Use last names and first initials.)

Look at the first column of words. These words are arranged in an alphabetical list. Notice that both b words come in the first part of the list. It was necessary to look at the second letter of the b words in order to decide which word to use first.

Write the words from the second group in alphabetical order. First arrange the b words according to the second letter. Continue your list by arranging all of the g words according to the second letter in each word. Continue in the same way with the rest of the words.

Group 1	Group 2
basket	blue
bump	goes
deer	banker
drove	match
rich	birthday
roof	give
that	mouse
tune	grand
	surely
	school
	myself
	says

SKILLS ACTIVITIES MATERIALS - REFERENCE - EQUIPMENT

ALPHABETICAL LISTS.

Look at the words runs, rung, run, and running. Notice that the first three letters in each word are the same. One must look at the fourth letter to decide the alphabetical order. Because the word run has only three letters, that word will come first. Here are the words in an alphabetical list:

run
rung
running
runs

Write each list in alphabetical order:

Carl
card
cart
car
cars

lean
leaf
leap
lead
leave
learn
least

seaport
sea
season
seam
seal
search
seaweed
seat

Look at the first list of words. What do you notice about the first letter in each word? The words are in alphabetical order. According to what letter are they arranged?

about
across
add
after
again
ahead
air
almost
am
asked

1\.
2\.
3. should
4\.
5. skate
6\.
7. smile
8\.
9. stuck
10\.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

DICTIONARY: Order of Words by Second and Third Letters

SKILLS ACTIVITIES MATERIALS - REFERENCE - EQUIPMENT

The letters of a language in their order are called the alphabet /'al-fe- ,bet/.

In some way every day, you use our alphabet. See how well you remember it. Write the missing letters below. Look at the alphabet at the top only if you need help.

A B C __ E F __ H I __ K L __ N O __ Q __ S T __V W X __ Z

In using the dictionary, you need to know alphabet perfectly because words are listed in that order by their first letters. All the words that begin with A are listed first. Those beginning with B are listed second, and so on.

Of course, you know there are hundreds of words behinning with A. Those words are lisyed in order, too-- by second letters. Look at the pair of words below. Notice that the second letters are p and t. The letter p comes before t in the alphabet, so the word appartment comes before attention.

apartment
attention

Below are pairs of words that must be listed by their second letters. Look at each pair and decide if they are listed in the right order. Write Yes if they are; No if they are not.

barrel
belt _____

cellar
cave ____

deal
dare _____

past
purr _____

silent
squeeze ____

wool
wag _____

What happens when the first two letters are the same, as in the words below?

stolen
strength

In the dictionary the above words are listed by the third letters. The letter o comes before r, so stolen is listed before strength.

SKILLS ACTIVITIES MATERIALS - REFERENCE - EQUIPMENT

Below are pairs of words that must be listed by their third letters. Look at each pair and decide if they are listed in the right order. Write Yes if they are; No if they are not.

cheese crack float
chain ______ creak ____ flame ____

Underline, above, the name of something you can eat.

Below are ten words. Write them in the order you find them in the dictionary. Numbering them in the right order at the left is a good idea before making the list at the right.

____ glass ______________ ____vest ______________
____ giant ______________ ____ marry ______________
____ shed ______________ ____ tent ______________
____ clown ______________ ____ spy ______________
____ shot ______________ ____ tap ______________

Put a ✓ after the name of something your grandfather might wear.

PURPOSE: Phonics -- alphabetical order. DIRECTIONS: Given above. USE: With pages 47-53, American Adventures. NEW WORDS: alphabet*, belt, cave, squeeze, strength.

---

2. Phonetic Spelling

SPECIAL VOWEL SOUNDS
PHONICS: How the Sounds are Shown in a Dictionary.
THINKING: Meaning Clues (jokes)

Here are some words with vowel sounds you have studied. Say each word and print one of the following to show the vowel sound; au, o, oi, u, u, e.

1 run 3. two 5 son 7 out 9 noise
2 good 4 all 6 crouch 8 up

__American Adventures__ Studybook p. 10

See II. C. 5 for additional practice

__Around the Bend__ Studybook p. 28

SKILLS ACTIVITIES MATERIALS - REFERENCE - EQUIPMENT

NOw read the jokes below. Write the number of the word that belongs on each line. Use a word from above that has the vowel sound shown at the end of the line.

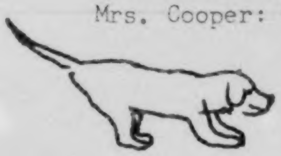
Bill; "Did you hear about the man who walked all day and
only moved _______(u) feet?"
Joe: "No. How could he do that?"
Bill "That was _____(o) he had."

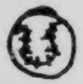
Ruby: "I left my watch upstairs."
Nancy: "Won't it ___(e) down?"
Ruby: "no, we have a winding staircase."

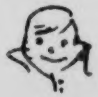
Mother: "What was all that noise?"
Mark: "I was playing bridge with Tony."
Mother: "Playing bridge ?"
Mark: "Yes, I stretched him____ (au) between two chairs
and walk across him."

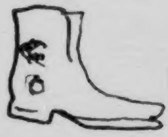
Tom: "How is a book like a parachute?"
George: "I give ______(e). Tell me!"
Tom: "It dosen't do you any ______(u) until you open it."

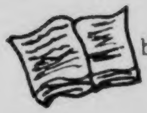
Mrs. Fox: "Did you meet your ________(e) at the station?"
Mrs. Cooper: "Oh, no ! I've known him for years."

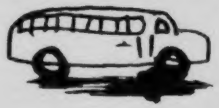

hound /'haund/


ball /'bol/


boy /'boi/


boot /'but/


book /'buk/


bus /bes/

SKILLS ACTIVITIES MATERIALS - REFERENCE - EQUIPMENT

Say each word in the above key and listen to its vowel sound. Then look at the second spelling to see how the vowel sound is shown.

Which word has the sound of au? ___________

Which word has the sound of u? ____________

Find the word bus and its second spelling. Notice that e is used for the vowel sound. This sound, called schwa, is heard in many words.
Say each word below. If it has the same vowel sound as bus, but e after it

cut ___ fruit ___ dust ___ rug ___

PURPOSE: Phonics -- pronunciation symbols au, o, oi, u, u e, from the Special Dictionary, p 372, American Adventures. DIRECTIONS: Given above. USE: With pages 39-46, American Adventures. NEW WORDS: schwa*, rug, ruby.

---

3. Word meaning from context

WHICH WORD IS IT?
PHONICS: Pronunciations THINKING: Meaning Clues

/'gran/

grin
grain gone

Withethe bags of /'gran/ packed carefully on his wagon, the farmer started down the road to the mill.
/'gran/ is
___________seeds of wheat, corn or other grasses.
_________a kind of smile.
_________a special artist's paint made with the whites of hens' eggs.

sir cave serve

Gregorio excitedly told his mother that he had helped to /'serv/ in the hotel's dinning room. To /'serv/ means

AMERICAN Adventures Studybook p. 68

Trade Winds DM 35,
DM 40

Ventures TE pp. 351-355

Trade Winds TE p. 73

_________to model a new suit.
_________to be satisfied.
_________to hand food to people.

/'huz/
hose husk whose

Not caring /'huz/ clothing he picked up, the old fellow put on the poncho and walked happily away. /'huz is

_________ junglelike vines
_________ a kind of stocking.
_________ a form of the word who, showing belongingness.

WORD MEANING. Read the two meanings of each underlined word in the box. Read each sentence beside the box. Write 1 or 2 after each sentence to show which meaning the underlined word has.

light	(1) not heavy (2) helps us to see
run	(1) to go faster than a walk (2) to flow
bark	(1) covering on a tree (2) sound made by a dog
coast	(1) land near the seashore (2) slide, or glide downhill

1. They live along the coast. _____
2. Didn't you hear the dog bark? _____
3. He wore a very light coat. _____
4. Will you run back to the store? _____
5. The bark on the tree is rough. _____
6. It's not safe to coast here. _____
7. Please turn on the light. _____
8. Did the paint run on the paper? _____

PURPOSE: Phonics — pronunciations. DIRECTIONS: Use your pronunciation key on the inside front cover to decide which word is given at the top of each box. Underline the word. Then read the sentence to help you understand the use of the word. Last, put a check before the meaning you think is right. USE: With pages 315-322, American Adventures. NEW WORDS: grain, mill, praise, model, Gregorio*, poncho, shear, responsible.

SKILLS ACTIVITIES MATERIALS - REFERENCE - EQUIPMENT

WORDS THAT SOUND ALIKE
SPECIAL DICTIONARY

____ floe /'flo/ A moving ice pack.
____ flow /'flo/ To move as water does; to run.

____ hole /'hol/ An opening into a thing; as, a hole in a wall.
____ whole /'hol/ 1 Not cup up or ground; as, a whole pepper. 2 Made up of all its parts; as, the whole family.

____ lead /'led/ Something used in making bullets.
____ led /'led/ 1 Guided. He led the horse to the fork of the road and stopped it there. 2. Followed the course of. He led a happy life.

____ one /'wen/ A certain; some; as, one day last summer. One day he will see his mistake.

____ won /'wen/ Past of win.

____ sea /'se/ A body of water not as large as an ocean.

____ see /'se/ To look at.

____ son /'sen/ A boy or man, the child of a certain mother or father.

____ sun /'sen/ 1 The body in the sky, the light of which makes our day. 2 Sunshine

____ too /'tu/ More than is needed.
____ two /'tu/ One more than one.

____ weak /'wek/ Not having strength or power.

____ week /'wek/ Seven days in a row.

SKILLS

4. Meaning and use of guide words

ACTIVITIES

HOW TO USE A DICTIONARY

The first guide word on a page tells you the first word on that page. The other guide word tells you the last word on that page.

On either side of the page numbers below are two guide words. Draw a circle around each word listed below the guide words that you could find on that page.

1. brag 146 Bread
branch brand brave braid breath

2. creaky 204 crept
cream creek cracker creep crease

3. examine 264 exclamation
except excuse exceed excited exert

4. from 296 fuel
froze front frost frown fry

5. key 370 kind
kick kidnap kilt king kite

6. pocket 486 poke
poem poision poet point police

7. scamp 556 scenic
scar scarce scarf scarlet scholar

8. slap 586 sleigh
slave sleep sled sleet slam

MATERIALS - REFERENCE - EQUIPMENT

American Adventures-Betts- p. 152

American Adventures- Studybook- pp. 40-41

Practice for Using Good English- p. 45
(Activity shown)

Using Good English - text - p. 107

SKILLS

ACTIVITIES

MATERIALS - REFERENCE - EQUIPMENT

5. Secondary Accent Mark

Is there a word with two accented syllables?
Say Delaware and look at its second spelling.

Delaware /'del-e-,war/

Delaware is usually spoken with two accented syllables. In the second spelling the "high mark" is seen before the first syllable. But there is another mark, placed low, ahead of the third syllable. This is called the "low mark." It means that another syllable is accented, but not as strongly as the one with the "high mark."

Say each word below and listen for two accented syllables. Look at its second spelling to find the two accented syllables.

buffalo	/'bef-l-,o/	decoration	/;dek-r-'ash-n/
imitate	/'im-e-,tat/	California	/,kal-e-'forn-ye/
Mexico	/'meks-i-,ko/	Mississippi	/,mis-e-sip-e/
telegraph	/'tel-e-,graf/	locomotive	/,lok-e-mot-iv/

Finish the sentence below so that it tells about the groups of words you have just studied. Use first, second, third or fourth.

The ____________ and ________________ syllables are likely to be accented in words of three or more syllables.

American Adventures Studybook p. 28

Ventures TE pp. 88-89

III. COMPREHENSION

A. Main Idea

1. Key words and Topic Sentences

The Topic Sentence of a Paragraph

Bicycle racing is one of the most popular sports in France. Racers often train for months for the big race.

SKILLS

ACTIVITIES

MATERIALS - REFERENCE - EQUIPMENT

Whatever a paragraph tells about is called the topic of the paragraph.
The topic sentence is the one that tells what the rest of the sentences are about.
It is often at the beginning of a paragraph.

Draw a line under the sentence in each paragraph below that tells what the rest of the sentences in the paragraph are about.

A. Jumping rope is good exercise. It uses all parts of the body. For this reason it helps muscles grow strong. It develops especially the leg muscles. It is such fine exercise that football players often jump rope to strengthen their muscles.

B. Good jumpers do these things. They jump on their toes and bend their knees as they jump. They use their arms to help them keep their balance. Sometimes they sing rhymes, or jingles, as they jump. In this way their jumping follows a rhythm.

B. Finding details

1. Finding Specific information

STUDY SKILLS: Skimming to Find Facts

INDEX

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Around The Bend Studybook P. 67

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Ben Clark's interest in famous fliers led him to a book called Ladders to the Sky. He was planning a talk for his classmates on a famous day — December 17. Since Ben wanted to find facts only about fliers, he found in the back of the book a part, called the index. The index he studied is given above. See how well you can use it.

Suspose you're interested in facts about balloons. Look down the list until you come to the letter B, just as you do in a dictionary. After Balloons, you see three page numbers telling where facts about balloons are given. Write the numbers here: ______________________

Now you want to know who flew the fastest. Think of a key word or two. Flier, Records, or Speed may help you. Write a listing you think might help you.

____

SKILLS ACTIVITIES MATERIALS - REFERENCE - EQUIPMENT

Next, you want to write a paper about kinds of airplanes. You know about Fighter planes and Flying boats, so those are e easy to find. But there are others you can learn about by studying the index. Write below two other kinds of airplanes listed.

_______________ __________________

Enjoy using this index. Write, below, the listings that seems most interesting to you.

FROZEN RIVER

The story below tells about the ground hog, whose other name is woodchuck. Read the story and then do what you are asked to do at the end of the story.

The Woodchuck

The woodchuck makes its home near a fence or a tree or a pile of rocks. It digs out the dirt with its front feet and pushes the dirt back with its back feet to make a pile near the opening of the hole. The back doors are hidden and are used in time of danger.

The woodchuck rests in the middle of the day and looks for food in the morning and early evening. It eats young grasses, plants in the farmer's garden, and fruit. When eating, the woodchuck will often sit up on its back legs and look around. If frightened, it will run for its home and disappear quickly in a shower of dirt which it digs up as it enters the hole.

The woodchuck is brown, with black feet. Its tail is wide and bushy and strong. When angry, this animal growls. At other times it grunts and whistles. When cornered, it is a good fighter. Because the hind legs are longer than the front legs, the woodchuck seems to roll from side to side as it runs.

The woodchuck sleeps all winter, and it is from this long winter nap that the animal is said to be waking on the second of February. If the woodchuck, or groundhog, sees its shadow on that day, it is supposed to go back to sleep for six weeks. If the woodchuck does not see its shadow, it knows that spring will soon come; so it does not go back to sleep.

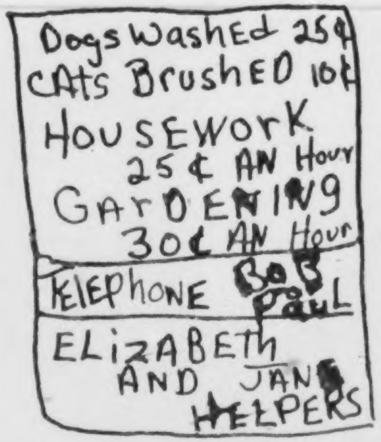
SKILLS | ACTIVITIES | MATERIALS - REFERENCE - EQUIPMENT

1. Write the number of the paragraph that tells what the woodchuck eats. _____
2. Draw a line under the words that tell what noises the woodchuck makes.
3. Write the number of the paragraph that tells how the woodchuck makes its home. _____
4. Which paragraph tells what the harness maker meant when he said, "Maybe another spring is hiding round the corner"? _____

****

3. Using study guides charts and outlines

STUDY SKILLS: Arranging Facts on a Chart


Dogs Washed 25¢
CAts BrushED 10¢
HOUSEWorK 25¢ AN Hour
GArDENING 30¢ AN Hour
TElEphONE BoB Paul
ELizABETH AND JANE HELPERS

Now how many children were in business? _____

How much did the group have to earn in order to have $2.00 apiece? _____

Jane, who liked to draw, kept a record of the jobs done each week. She drew a ting dog or cat for each animal that was washed or brushed. She drew a tiny house for each hour of housework, and for each hour of gardening, a tiny shovel.

SKILLS ACTIVITIES MATERIALS - REFERENCE - EQUIPMENT

By Saturday evening of the second week the record looked like the one below. The boys decided it was time to check on their earnings. Write the answers to questions they asked themselves.

How much money have we earned by washing dogs? ________
How much money have we earned by brushing cats? ________

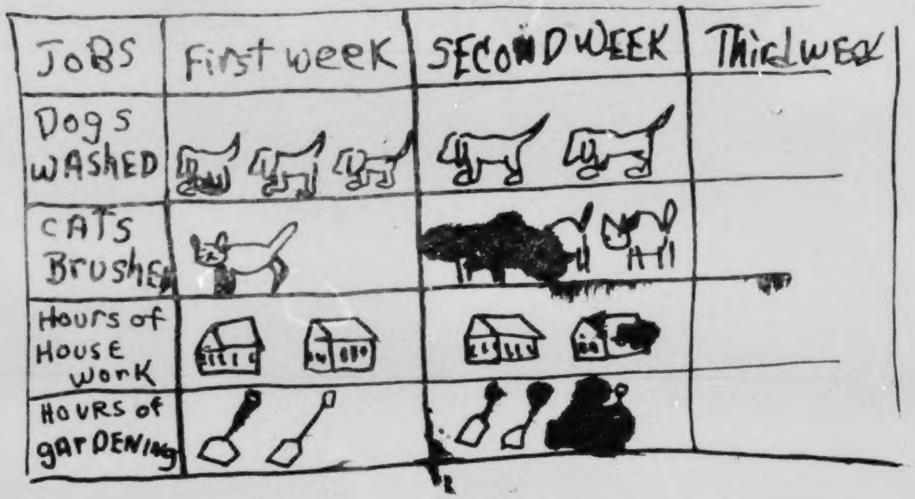
How much have we earned by doing housework? ________
How much have we earned by gardening? ________

How much money have we earned in two weeks? ______
How much money do we need to earn? _______

"We are doing very well," explained Paul, "but we must continue to work hard."

"It won't be our fault if we don't get to that circus," said Jane. "I heard the weatherman say next week would be a stormy one. That means lots of muddy dogs --and business for us."

With that, the children closed their shop for the weekend and put their money away for safekeeping.


JoBS
First week
SECOND WEEK
Third week
Dogs WASHED
CATS Brushed
Hours of House work
HOURS of garDENing

SKILLS

4. Ideas in sequence

ACTIVITIES

COMIC CAPERS (for sequence)

The whole class can be involved at one time, or individuals can "play" at it.

Cut apart the comic strips from old Sunday newspapers. Shuffle and put into a labeled envelope the sections for each strip. (A "sleeper that doesn't fit may be added.) A child is given an envelope with instructions to put the strips in proper story order. Once that's finished, he tells or writes the story he's put together.

MATERIALS - REFERENCE - EQUIPMENT

American Adventures - studybook pp. 27-52,53

Around the Bend studybook p. 82

Trade Winds T. E. p. 113

C. Creative Reading

1. Generalizing

THINKING: Drawing Conclusions

Many stories are told about Mr. Lincoln, one of the most famous men in our country's history. Three stories that readers have always enjoyed are given at the right. Read each one and write the number of the story that answers each question below.

Which story shows that Abe Lincoln was an honest boy? _____

Which story shows that Abe Lincoln enjoyed a good joke? _____

Which story shows that Mr. Lincoln was thoughtful of others? _____

1 One day, after they had done their chores, two farm boys went hunting. They walked so far that their legs ached. They climbed a tree and talked about how long a man's legs ought to be.

The one called Abe said, "I believe a man's legs ought to be long enough to reach from his body to the ground."

American Adventures Study Book P. 64

SKILLS ACTIVITIES MATERIALS - REFERENCE - EQUIPMENT

This answer amused his friend. Years later he told about that hunting trip and repeated the thought expressed by his famous friend, Abe Lincoln.

2 Once Mr. Lincoln spoke at an outdoor meeting, held in the morning.

While he was eating his lunch, an old lady stopped to greet him.

"Have you no place to sit?" Mr. Lincoln inquired as the lady turned to leave.

"No," she replied. "I came only to see you."

"Then you must sit here in my place," said Mr. Lincoln as he sprang to his feet.

With that, Mr. Lincoln sat on the ground to finish his lunch.

3 When Abe Lincoln was young, he worked in a country store. One day a woman bought half a pound of tea from him.

The next day Abe discovered that he had given the woman only a quarter of a pound. After work, Abe insisted upon taking the rest of the tea to the woman's home, even though she lived miles away.

2. Identifying mood

THINKING: Putting Yourself into the story

American Adventures Workbook pages 54-60

As you read, you often feel like a person in the story — exicited or happy, sad or angry. Read the following story and notice how your feelings change from time to time.

Tom Williams longed to be an acrobat. Knowing that acrobats begin their training early in life, he practiced bounces, headstands, and handsprings every day.

One day Tom saw a poster announcing that Ricardo, the famous acrobat, was coming to town. On the Fourth of July he would walk across a rope stretched above a river that was near the town.

Soon after Ricardo arrived, he spoke to the children watching him practice. "Who wants to be wheeled across the rope?" he asked.

"I do!" Tom shouted.

"Agreed!" said Ricardo.

The next day Tom watched some men stretch a rope across the river. It went from the roof of a store building on the west side to a garage on the other bank.

The Fourth of July was a beautiful day. At two o'clock Tom met the acrobat on the roof of the store building. The crowds on both riverbanks cheered.

At a signal from Ricardo, Tom climbed into a one=wheeled cart. Then the acrobat pushed his passenger onto the rope.

Ricardo hummed happily as the cart moved across the river. He made it to the halfway mark--when BANG! Some fireworks had been shot off. Sparks flew around the moving cart.

Tom cried, "Hey!" as he felt the cart wobble. He looked at the muddy river below.

All this took but a second or two. The cart was still moving. Ricardo was silent as he steered it along. The garage on the east bank was only fifteen--ten--five feet away. With a sudden rush, Ricardo covered the last few feet and rolled the cart onto the roof. Then, with a moan, he closed his eyes and fell.

Tom had always thought acrobats were brave, but he decided he knew the bravest. Although Ricardo's leg was burned, he had finished the act.

Which person did you think you were?

Ricardo Tom Williams One of the crowd

How did you feel when each of the following events happened?

1. Tom started his ride across the river. angry; interested; sleepy
2. The fireworks went off. hungry; jolly; alarmed
3. The cart wobbled. happy; worried; amused
4. The cart arrived on the garage roof. happy; lazy; mean

How do you think Tom felt when each of the following happenings took place?

SKILLS ACTIVITIES MATERIALS - REFERENCE - EQUIPMENT

1. He saw the poster. nervous; excited; afraid
2. He looked down at the muddy water. scared; boastful; tired
3. He learned Ricardo had been hurt. safe; painful; angry
4. He knew about Ricard's bravery. proud; frightened; silly

---

3. Author's purpose

THINKING: Purpose of Writer

American Adventures Workbook pages 302-314

Letters to newspaper editors often show how citzens feel about events and current happenings. The letters on this page were written a hundred years apart. Read them and follow the directions at the end.

LETTER 1

Editor of the Evening Star
New York, New York
Dear Sir:

On October 14 a very disturbing event took place in our quiet city. I am speaking of the steam engine which pulled three cars from the Park Hotel to a point a short distance north. Our tracks are for horse-drawn cars and not for engines which puff and smoke and throw ashes about.

This so-called "iron horse" will never replace man's hard-working friend. It is a danger to life, with its tremendous speed of fifteen miles an hour. Besides, the engineer nearly scares everyone to death with that terrible noise from the siren!

I hope you will insist upon a low to stop the use of the steam engine. I shallnnot be satisfied until this is done. Horses are good enough for me and for the people of our whole country!

Yours truly,
Luis Bell

LETTER 2

Editor of the Evening Star
New York, New York
Dear Sir:

Like many New Yorkers, I was present when the new steamlined train made its first run. From the moment the powerful locomotive pulled smoothly out of the station to the end of the run, every-

SKILLS

ACTIVITIES

MATERIALS - REFERENCE - EQUIPMENT

thing was perfect. I was delighted to be able to travel so fast with such ease and safety.

The young son of the engineer amused us all as he laughed and talked with the passengers. This boy who came along as mascot, marched through the cars as if he were really one of the crew.

Such a train wull surely hold its own against buses and airplanes. Long live the streamliner!

Yours truly,
Daniel Baker

Underline the one main idea of both letters.

rockets hotels airplanes trains

Put 1 or 2 to show which writer is described in each sentence below.

He believes in railroads. ______
He dislikes trains. ______
He is fearful of new ways of travel. ______
He wants others to travel by train. ______
He is willing to try something new. ______
He is unwilling to try new things. ______

****

D. Formal Outlining

1. Form

a. Main ideas

THINKING: Main Ideas of Paragraphs

The story below has five paragraph. Each paragraph tells about "Summer in the Artic."Read the first paragraph and look below for a sentence that best states its main idea. Underline that sentence. Do the same with the other four paragraphs.

First paragraph
Summer days in the Arctic are longer than winter days.
Winter days in the Arctic are longer than summer days.
The sun never shines in the arctic.
Second paragraph
Eskimos move inland during May.
Winter homes are made of wood and stone.
Eskimos move to the coast for the summer.
Third paragraph
An Eskimo hunter must use a rifle to shoot a walrus.

American Adventures-studybook p. 35
pp. 20, 24, 48,55
61, 66, 67

Trade Winds- text- G. 205, 228, etc.

SKILLS ACTIVITIES MATERIALS - REFERENCE - EQUIPMENT

Fishing in boats is not possible because of tremendous ice floes.

Eskimos used two kinds of fishing boats.

Fourth paragraph

It takes great courage to work together.

Eskimo fishing crews work together.

Eskimo womendsight the schools of fish.

Last paragraph

The Arctic summer lasts only two weeks.

Eskimo children have the most fun during winter months.

During the summer Eskimo families enjoy living outdoors.

SUMMER IN THE ARTIC

During the Arctic winter, darkness settles over the land, and the moon can be seen most of the day. But in summer monthe, there are many hours of daylight. Arctic children hardly know how to use them all, having to be told when to go to bed.

When summer comes, the Eskimos desert their winter homes inland and move to the shores. The children race about and yell with delight while their mothers and rathers put up tents of animal skins.

The fishing season begins as soon as the families are settled. Some of the men carry their kayaks to the shore and get their fishing lines ready. Others pull the larger boats, called umiaks, into the water and the crews take over.

When a school of fish is sighted, everyone paddles to that place. As soon as the catch is made, the boats are guided to one spot on the shore. There the women are waiting to help. They build a fire and cook a fine feast for all.

The families spend much of their time out of doors. Summer in the Arctic is a time to be enjoyed by every Eskimo and his family. It is a season of ful for Eskimo families, as well as for people the world over.

STUDY SKILLS: Outlining (Main Headings)

A terrier /'ter-e-er/ is a kind of dog, usually small, once used by hunters to drive small game out of holes; but now, often a pet.

DON'S WEST HIGHLAND TERRIER

"I never saw so many different kinds of dogs!" Don Beaver exclaimed to his uncle. This was Don's first visit to a real dog show. He stared at a Wolfhound with a blue ribbon. "I can just see myself walking him down our street!"

Of course, Don was joking. He knew he wouldn't trade his pet Snooky, a West Highland Terrier, for the best dog in the show.

Just then they came to a Wirehaired Fox Terrier having his picture taken with a sign "Best in Show."

Nearby a man was explaning, "This Terrier haa collected two points more than the Boxer in the Working Dog Group."

"Would you please tell me what you mean by Working Dog Group?" Asked Don.

"I'll be glad to," said the man. "The Working Dog is one of the six large groups. Three of the groups are shown here — Hounds, Terriers, and Working Dogs. In a show of this kind the best dog in each group is judged Group Winner. Then the dog with the most points of all is called Best in Show."

"What group does that Husky belong to?" asked Don.

"He's a Working Dog," replied the man, "and a very useful dog harnessed to a sled."

"My Terrier is useful too,"said Don. "He can dig out any mole in our yard."

"Yes, the Terrier has strong legs and nails," said the man.

"Another useful dog is the Hound. MOst people don't think of the Hound as a fast runner, but that large Wolfhound over there is so swift he can keep his game in sight. Other hounds, with shorter legs, depend upon their noses for scenting a trail."

Don thanked the man, adding, "I'll have a lot to tell Snooky about his family tree."

"Well, don't forget the dog on that stand over there," his uncle said with a chuckle. "Let's take a good look at the hot dog."

Below is an outline with three main headings missing. Find eachheading in the story and write it where it belongs. Dogs

SKILLS ACTIVITIES MATERIALS - REFERENCE - EQUIPMENT

in each listing are given in the story to help you.

I. ____________________

  A. Foxhound
  B. Wolfhound

II. ____________________

  A. West Highland
  B. Manchester
  C. Wirehaired Fox Terrier

III. ____________________

  A. Husky
  B. Sheepdog
  C. Boxer

****

b. Subordinate Ideas (A.B.C.)

PURPOSE: Thinking -- relevancy, outline to story.

American Adventures Study Book p. 52, 53

Trade Winds TE pp. 79-80, 205, 228

THE TWO-WHEELER

When we hop on a bicycle today, we can hardly imagine a time when there were no bicycles. One of the first bicycles was the "walk-along." It was called by this name because the rider had to push against the ground with his feet to make the bicycle move.

The "walk-along" had two wheels, a crossbar, and a steering bar. The wheels were made of wood and had spokes. The crossbar, made of wood, too, ran the length of the machine and held the wheels together. The steering bar was new, since the very first bicycle could turn neither to the right nor to the left.

Another early bicycle, called the "boneshaker," was made around 1865. This bicycle had wooden wheels with steel tires. If we can imagine riding one of these, we can readily understand how the bicycle got its name. Pedals were used for the first time on this machine. The rider no longer had to push against the ground to make the bicycle move. Now his shoes did not wear out so quickly, and he did not tire so easily.

The outline below lists five different bicycles that appeared in the history of his interesting machine. Under each main heading are given the new things that were added to each bicycle to make it better than the one that went before.

The story at the right describes each bicycle in the outline. However, one fact that appears in the outline does not appear in the story. Read the outline and the story. Then underline the one fact under each main heading that is missing in the story.

I. The Walk-Along
   A. Wooden wheels
   B. Wooden crossbar
   C. Steering bar
   D. Saddle seat

II. The Boneshaker
   A. Large front wheel
   B. Pedals

III. The High Wheeler
   A. Tremendous front wheel
   B. Steel wheels
   C. Rubber tires

IV. Safety Bicycle
   A. Two wheels alike
   B. Chain drive
   C. Air-filled tires
   D. Free wheeling

V. Today's Bicycle
   A. Different speeds
   B. Chain guard
   C. Lights
   D. Bell

NOTE:

The Barbe Reading Skills Check List, Fifth Level Reading Skills, which originally appeared on pages 198 - 201 is protected by copyright and consequently has been deleted by CMC. It can be found in The Educator's Guide to Personalized Reading by Walter Barbe published by Prentice-Hall.

LEVEL 5

CONTRIBUTORS:

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SKILLS

I. Vocabulary

A. Word Recognition

ACTIVITIES

1. Meaningful scanning of a list.

a. Circle the things that can run

horse
tree
cat
house
boy
dog
girl
road
store
pig
man
window

b. Circle the things that are good to eat

candy
mud
soup
pie
meat
boards
tree
nuts
fruit
cake
pencils
dessert

2. Find the word that matches the clue

CLUE	WORDS
buy food	farm
go swimming	table
find cows	store
eat dinner	black

3. Find the word that matches animal

WORDS	ANIMALS
give us a ride	dog
gives us milk	horse
barks loud	duck
swims under water	cow
says "Quack"	fish

4. Find words that have similar meaning
EXAMPLE: barnyard - place for animals

heat	gather together
gobble	place to store water
screen	part of a T.V. set
collect	make warm
tank	noise of turkeys

MATERIALS - REFERENCE - EQUIPMENT

Ditto material

Weekly Reader

Text, Weekly reader
Ditto Sheets

Use phase cards

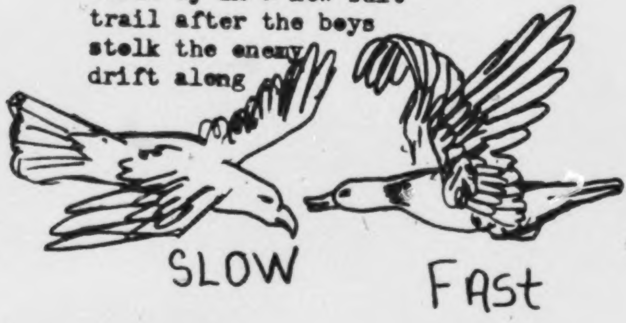
Basic Text

SKILLS

ACTIVITIES

5. Read each phrase card . Check any unknown words. Decide whether the phrase means
   MOVING FAST OR MOVING SLOWLY
   Place the card in the proper container.

CARDS:
They lingered there
jog along the trail
glide through the air
strut by in a new suit
trail after the boys
stalk the enemy
drift along



6. TREASURE HUNT

Teacher places before the children a large box filled with small objects of pictures. Printed word cards corresponding to the objects or pictures are arranged along the chalkboard ledge. Each child closes his eyes, draws an object or picture from the box for which he must then find the corresponding word.

MATERIALS - REFERENCE - EQUIPMENT

Two tall, wide mouthed plastic tumblers, two wooden clothespins; two small pictures to illustrate the phrases; Moving Fast or Moving Slowly.

Large box filled with objects or pictures. Printed word cards corresponding to objects.

SKILLS

ACTIVITIES

MATERIALS - REFERENCE - EQUIPMENT

7. WORD GAME.

For children who need additional practice on the words introduced in the story, the game "Wheel of Fortune" may be played. On a large cardboard wheel put as many numbers as the number of words which need practice. In the center attach a cardboard spinner with a brass fastener. Write a list of words on oak tag or on the blackboard which contain the same number of words as numbers on the wheel. When a child is called upon, he spins the hand and then reads the word which corresponds to the number at which it stops.

Use vocabulary from level of material being used.

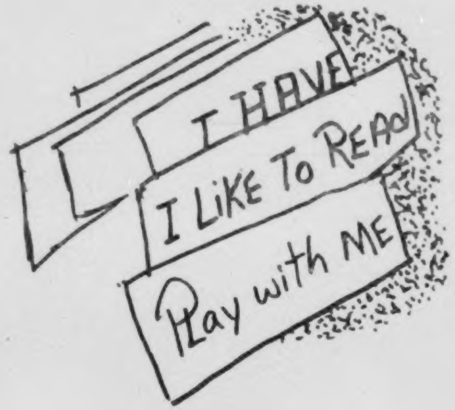
Large cardboard wheel, cardboard spinner and oak tag for words.

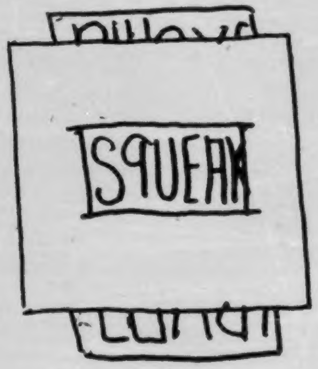
8. RED AND GREEN

Improvement of phrase reading. Can be used for individual or small groups.

Prepare phrase cards with the following phrases, "Stop and Go!", "I have, I like to read, Play with me, Come and play, etc." Place several red cards and green cards in the pack. A child may say the cards aloud until he comes to a red card, which is the signal for him to stop reading aloud and to read silently until he comes to a green card. The green card is the signal for him to continue reading aloud. The game is best played in small groups.

Phrase cards red and green



SKILLS	ACTIVITIES	MATERIALS - REFERENCE - EQUIPMENT
	9. Who Can Make a Touchdown? Print words to be reviewed on small oak-tag footballs and arrange them along the chalk ledge below two goal posts drawn on the chalkboard. In order to score, the child must read each word across the "field" to his goal post. The order of the cards should be changed after each touchdown. This game can be used as a race between two teams.	Small oak tag footballs. Two cardboard goal posts.
	10. Individual Tachistoscopes. Cut 6" - 4" rectangles from colored construction paper and make two slits, midway down the length of the paper, which are wide enough to let a word list slip through. The slits should be just far enough apart to allow only one word to be exposed as the paper on which the words are printed is drawn through the openings. Words which need to be reviewed by individual children may be printed on the list. The children may use the tachistoscopes individually or with a partner who pulls the list through the slits exposing the words one at a time. 	Rectangles cut from colored construction paper.

SKILLS

II. Word Attack Skills

A. Compound Words

ACTIVITIES

1. Place words in columns A and B on board.

Here are some words we have learned as sight words- let's read these words together.

Sometimes we combine two words to make a new word- we call these words compound words.

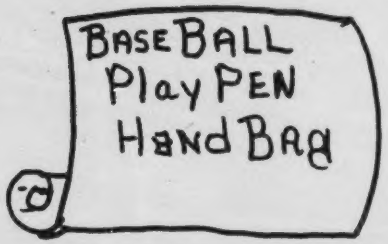
Combine A and B; ask children to pronounce each word.

A	B
IN	TO
ANY	ONE
SOME	THING

2. FIND IT:

Write ten or fifteen compound words on chalkboard in columns. Call on pupils to come to chalkboard and underline the word called for in oral direction.

EXAMPLE: Find ball in baseball
2. Underline the word that names a safe place for a baby.
3. Find man in mailman
4. Underline the word that means a purse.



MATERIALS - REFERENCE - EQUIPMENT

Chalkboard or chart

Chalkboard

SKILLS

ACTIVITIES

MATERIALS - REFERENCE - EQUIPMENT

3. Word-building RACE

Write the following words on the chalkboard in several columns:

home
sick
cat
hat
pan
air
sun

man
run
time
rack
dish
song
snow

bag
rain
box
bean
deer
book
rise

nap
plane
noon
can
short
set
case

hand
stop
mail
play
bed
dust
coat

Tell the children that they have three minutes to write as many compound words from these words as they can. When the three minutes are up, have the children count their words. The one with the most words is the winner and should read his list aloud. Any words which are not compounds may then be eliminated.

chalk board

SKILLS | ACTIVITIES | MATERIALS - REFERENCE - EQUIPMENT

B. Blends

1. Blends are not divided (th str)

1.

(1) black
The sky is
dark
blind
blue

(2) bring
The tree has many
bring
roots
branches

(3) clap
The cat has
feet
claws
close

(4) cross
The bird was a
crow
wren
crown

(5) draw
The girl wore a
coat
drove
dress

MIMEOGRAPH SHEETS

B. Initial Blend Sounds

Use a word that begins with the same blend or underlined word.

(1) The branch soon ________ .
bring fell broke

(2) The block was painted ______.
brown blue green

(3) There was plenty to do at the ________.
playground school park

(4) The brown string was _______.
street strong splashed

2. Prepare a series of three stimulus words. The teacher pronounces one of the words in each series. Children listen and underline the word the teacher pronounces.

Blackboard or mimeographed sheets

1. blue
blow
broke

2. front
friend
farm

3. drum
dear
drink

4. dress
drive
dine

5. Black
plank
blank

SKILLS

ACTIVITIES

MATERIALS - REFERENCE - EQUIPMENT

3. Add one of the letters b , f, p, s, in front of each word to produce a consonant blend at the beginning of each word. Underline the consonant blend.

_____ rock
_____ kit
_____ lump
_____ rake

_____ kill
_____ let
_____ ranch
_____ lace

Mimeographed sheets or this could be used with overhead projector.

4. Underline all of the beginning consonant blends in the following sentences.

1. Jane brought a story book at the store.
2. Please, may I play when I clean my plate?

Overhead projector or worksheets

C. Dividing Words by syllables

1. Each syllable must contain a vowel and a single vowel can be a syllable.
2. Root word or base word is a syllable and is not divided.

1. CLAPPING. Use word cards for one-, two-, and three-syllable words for this game. Present the cards to the class one at a time and pronounce the word. Have the children clap the number of syllables they hear in the word.

Children in small groups.
Word cards cut from oaktag.

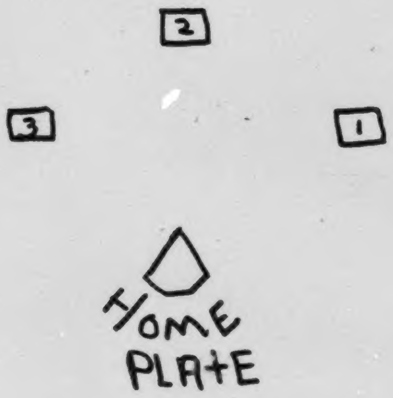
SKILLS

C. Dividing Words in Syllables (continued)

ACTIVITIES

2. SYLLABLE BASEBALL

The first player on TEAM 1, acting as pitcher, pronounces a word containing anywhere from one through four syllables. His opposite on TEAM 2 pronounces the word, tells how many syllables it contains, and spells it orally, by syllables. If he does this correctly, he has made a hit and goes to first base. The second child on Team 1 now pronounces a word to the second child on Team 2 who then gives his response. If correct the first child on Team 2 moves to second base and the second child on Team 2 goes to first base. This procedure continues as in regular baseball until three "batters" are out. Of course, whenever a player moved up to home plate, he scores a run for his team. The time of the game will be determined by the judgment of the teacher and probably will last no longer than two or three innings.



MATERIALS - REFERENCE - EQUIPMENT

Baseball diamond marked out on floor using one foot square cardboards for the bases.

LEVEL

SKILLS	ACTIVITIES	MATERIALS - REFERENCE - EQUIPMENT
D. Vowels Controlled by r. 1. When there is an r after a vowel, the r goes with the vowel to make the "er" sound. (er-ir-ur)	1. Say "I will pronounce two words. If you think the two words both have vowels followed by r, you may clap your hands. If they don't both have vowels followed by r, put your hands flat on your desk." Pronounce farm, park; cape, cart; harp, hat. Pause for the correct response after each pair. In similar fashion, continue using pairs of one-syllable words such as her, help; girl, firm; horn, sort; turn, cup. As the children become proficient at this game, make it more difficult by pairing words with different vowels followed (or not followed) by r. EXAMPLES include cot, hurt; sore, fern; pat, touch; burn, harm.	Form a small circle for this activity.
	2. PARTNERS. Make up sets of word cards for word pairs or word "families" which contain the same initial and final consonants but have different vowel-r combinations; e.g., part, pert, port; farm, form, firm; shirt, short; porch, perch; barn, born, burn; fur, far, for, fir. Have pairs of children flash these cards for each other until both can say all correctly.	3"-5" index cards or oak tag

SKILLS ACTIVITIES MATERIALS - REFERENCE - EQUIPMENT

D. Vowels Controlled by r.
(continued)

3. FIRST OUT.

Use 3"-5" index cards to make a deck of cards, half of which has pictures and half of which has the corresponding words printed on the cards. Words with vowels followed by r (or with vowel diphthongs and digraphs the pupils have learned) may be used. Cards are given out and the pupils draw from each other as in "Old Maid," placing the cards face up on the table as soon as they have a matching picture and word. The first person to go out is the winner.

4. VOWELS FOLLOWED BY r

How Many Words Do You Know...? Write ar, er, ir, or, or ur on the chalkboard. Then divide the group into two teams and appoint a scorekeeper for each. Each team will then try to name or write, if possible, the most one-syllable words, which contain the vowel-r combination listed on the chalkboard, with the scorekeeper keeping tally of the number of words. After sufficient time has been allowed, each scorekeeper should report the words and score for his team. The teacher then names the winning team and writes another vowel-r combination to continue the game.

Chalkboard exerise

SKILLS

E. Vowels

1. When there is only one vowel in a word or syllable the vowel is short.

2. When there are two vowels in a word or syllable, the first vowel is long and the second vowel is short.

ACTIVITIES

1. Vowels You Hear.

What vowel sound do you hear, ~~long~~ or short?

John used some of the tools in his grandfather's tool kit when he made a kite for himself.
kit s kite l

The big truck bumped over the train track. truck s track s

Ellen was not mad when Tommy put the valentines she had made in the oven.
mad s made l

Mrs. Ball wanted her hair to stay neat, so she put a net over it.
neat l net s

Sally had a blue rain cap and a blue rain cape. cap s cape l

Mr. Long wanted to take a trip, but he did not plan to go by plane.
plan s plane l

MATERIALS - REFERENCE - EQUIPMENT

Workbook or mimeograph sheets

SKILLS

E. Vowels (continued)

ACTIVITIES

2. Say meal and sweet. Listen for the sound of long e. In each word draw a line around the vowel that you hear. Cross out the silent vowel.

Here are some words that have the long e sound. Write each one under the right key word.

week
feed
east
team

speak
dream
meat
keep

seed
squeak
bead
need

seem
feet
feast
sheep

MEAL

east
team
speak
dream

meat
squeak
bead
feast

SWEET

week
feed
keep
seed

need
seem
feet
sheep

MATERIALS - REFERENCE - EQUIPMENT

Workbook or mimeograph sheets

3. Say plate, trail and sway. Listen for the sound of long a. In each word draw a line around the vowel that you hear. Cross out the silent vowel.

Here are some other words that have the long a sound. Write each one under the right key word.

pay
cave
sail
straight

place
gray
paint
brave

cake
play
may
wait

plate
cave
place
brave
cake

trail
sail
straight
paint
wait

sway
pay
gray
play
may

Workbook or mimeograph sheets

LEVEL

SKILLS | ACTIVITIES | MATERIALS - REFERENCE - EQUIPMENT

4. Circle the two words in each row that have the same vowel sound as the key word. Mark the vowels long and short.

Mimeographed sheets

KEY WORD	
cat	1. plank
lāte	2. claim
wet	3. queer
wē	4. conceit
hīde	5. hibernate

****

paper
painting
delta
sheathed
advice
massive
brace
clenched
drenched
ridden

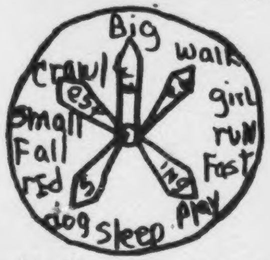
F. Digraphs

1. Finish the words. They end like one of the words below the sentences.
EXAMPLE:
1. Th ___ cat can run.
boy sing hat
2. Wh ___ will we go ?
hen hot pile

SKILLS	ACTIVITIES	MATERIALS - REFERENCE - EQUIPMENT
	2. Teach Digraph Sounds Finish the words. They end like one of the words below the sentences. EXAMPLE: (1) Th __ cat can run. boy sing hat (2) Wh __ will we go. hen hat pile (3) We get wool from sh ___. hot fine sheep	Mimeograph sheets
G. PREFIXES AND SUFFIXES 1. Suffixes and prefixes are syllables (dust y) (in come)	1. Some suffixes are added to action words. The suffixes -ation, -ion, and -ure added to an action word form a new word meaning "the result of an action." For example, the word create + -ion = creation , "a thing that is made or created." SELECT SELECTION Add -ion to the following words and write their new meanings below the words. 1. act 2. select 3. fact 4. appreciate	Chalkboard or mimeograph sheets

SKILLS ACTIVITIES MATERIALS - REFERENCE - EQUIPMENT

2. Using a circular piece of oak tag, the teacher prints words (nouns, adjectives, or verbs) around its circumference. At the center she affixes five long strips of oak tag, each shaped like the large hand of a clock. Each of these hands bears an ending, er, est, ed, s, and ing. The teacher points to a word and asks the child to select one of the endings on the pointers (or hands) which can be added to the word and make a good word.



With this device, the teacher gives a sentence to the child, using one of the words on the chart, but not in its proper form. The child must select the ending for the word which will make it correct.

EXAMPLE:

The teacher says, "The little boy _____ (pointing to the word "walk" on the chart) to the house." The child will then select either s or ed from the five pointers. Teacher: "This horse is _______ (pointing to the word "fast") then the other." The child should then choose er.

Circular Piece of oak tag.
Fine long strips of oak tag shaped like large hands of a clock.

SKILLS ACTIVITIES MATERIALS - REFERENCE - EQUIPMENT

3. Devise exercises consisting of three prefixes (or suffixes or word stems) for which examples of usage are given. Pupils will think of additional examples.

pre (before): preheat, preschool, ______, ______

re (again, back): repar, refill, ______, ______

4. When ly is added to a word it means in a certain way.
What word will you use if you want to say that something is done:

1. in a neat way? ________ neatly
2. in a peaceful way? ______ peacefully
3. in a prompt way? _______ promptly
4. in a proper way? _______ properly
5. in a quick way? ________ quickly
6. in an anxious way? ______ anxiously

H. Dictionary Inventory

1. Alphabetization

a. Denision into quarters and thirds.
b. Classifying words by second, third, and fourth letters.

1. Alphabetizing. In each column below, number the words in alphabetical order.

Column I	Column II	Column III
___ accept	___ cereak	____ nick
___ brief	___ cancel	____ nature
___ abuse	___ cast	____ nation
___ bushel	___ compare	____ narrow
___ custom	___ club	____ night

SKILLS ACTIVITIES MATERIALS - REFERENCE - EQUIPMENT

2. Guide Words. Two guide words are at the top of a dictionary page to help you find words quickly. The word at the left tells the first word on the page. The word at the right tells the last word. Check the words that would appear between the bolfaced guide words below.

    pad-pair
    pail
    pack
    pain
    peck
    page

Weekly Reader

3. Respelling Words. Your classroom dictionary respells words to show how they are pronounced. Say each respelled word below. (You dictionary may use different respellings.) Then write each word as it is actually spelled. Use your classroom dictionary for help with pronunciation symbols. The first two words are done for you.

din ər ________
lēd ər ________
dis plā ________
dīn ər ________

nō tis ________
sāl bōt ________
līk lē ________

4. Accent Marks. In words of more than one syllable, an accent mark (ʹ) is used. It tells which syllable should be said with the most force. In some dictionaries, the accent mark is placed before. the syllable to be accented, as ʹna tion; in other dictionaries, the accent mark is placed after the syllable to be accented as naʹtion. Supply the missing accent in the words below, following the style of your dictionary.

dis tant
dis turb
pun ish

re treat
pan da
pa rade

hab it
pre tend
van ish

SKILLS

H. Dictionary Inventory
(continued)

2. Dictionary Use
    a. Recognize and learn abbreviated parts of speech as n. - noun, v. - verb, adj.-adjective, adv.-adverb.
    b. Learning the preferred pronunciation.
    c. Use of guide words.
    d. Syllabication and accent
    e. Interpreting key to pronunciations.
    f. Defining and using words.

ACTIVITIES

5. Check Your Alphabet Skill
In the blanks, write the letter that comes before each of these letters in the alphabet.

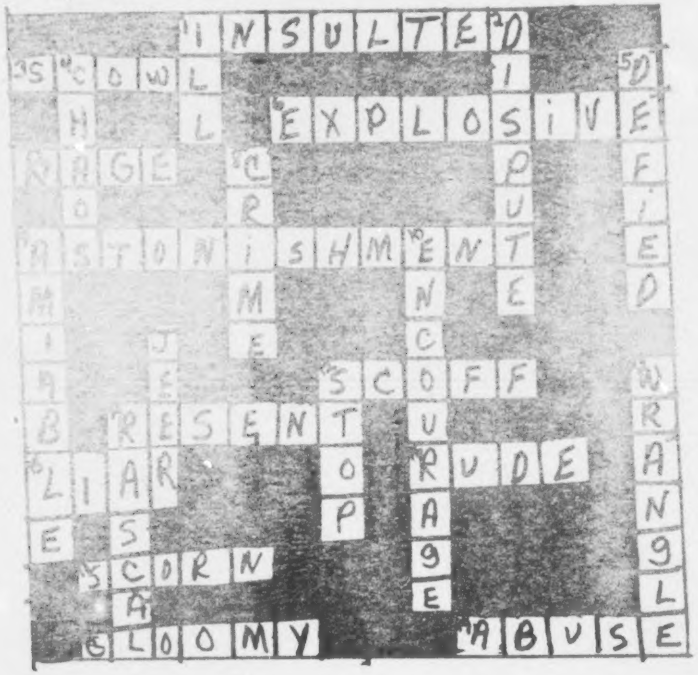
___ z ___ p ___ j ___ g ___ k

___ e ___ l ___ y ___ t ___ h

___ n ___ q ___ x ___ r ___ i

___ s ___ o ___ f.

1. Notice that there are two lists of clues: ACROSS CLUES tell you the meaning of the words that belong across the spaces. DOWN CLUES tell you the meaning of the words that belong down the spaces. The number in front of each clue tells the number of the space where each word starts.


1 INSULTED
3 SCOWL
EXPLOSIVE
RAGE
ASTONISHMENT
SCOFF
PRESENT
LIAR
SCORN
RUDE
GLOOMY
ABUSE
DISPUTE
5 DEFIED
CRIME
ENCOURAGE
TOP
WRANGLE

MATERIALS - REFERENCE - EQUIPMENT

Sheet from workbook or mimeographed sheets.

SKILLS ACTIVITIES MATERIALS - REFERENCE - EQUIPMENT

Dictionary Use (continued)

ACROSS CLUES
1. said something to hurt another's feelings
3. to look angry
6. that can explode
7. furious, uncrolled anger
9. sudden wonder, amazement
12. to mock, make fun of
14. to feel hurt or anger
15. a person who tells lies
16. impolite
17. a feeling of anger or dislike
18. dark; sad
19. to misuse

DOWN CLUES
1. sick
2. an argument
4. upset or disorder
5. opposed openly
8. something against the law
9. good-natured
10. to give hope or confidence
11. to make fun of in a mocking way
12. opposite of go
13. to quarrel in a noisy way
14. a teasing, misbehaving child

2. Below is a review of the rules for syllable division. Read over these helpful rules, which were discussed earlier.

RULE I: A word usually is divided between double consonants which are between two vowels: bles som

RULE II: A word is usually divided between different consonants which are between two vowels: crim son

RULE III: The consonant before le usually joins le to form a syllable: sim ple

RULE IV: One syllable prefixes, common first syllables, and suffixes usually form a separate syllable: pure ly

Sheet from workbook

SKILLS | ACTIVITIES | MATERIALS - REFERENCE - EQUIPMENT

Dictionary Use
(continued)

2.

RULE V. When a base word ends with the sound of d or t, a separate syllable is formed by the suffix ed: rest ed, but chalked

RULE VI. When a single consonant stands between two vowels, the consonant usually goes with the second syllable if the first vowel is long: cir sis; if the first vowel is short, the consonant usually goes with the first syllable: proj ect

Sheet from workbook

Before each word, write the number of the rule that helps you divide the word into syllables. Write the word in syllables and place the accent mark.

_____ contour _________ _____ balsa _________
_____ minus _________ _____ instinct _________
_____ sprinkle _________ _____ boosted _________
_____ assign _________ _____ beetle _________

3. Key to Vowel Sounds

ā as in āte	a as in at	ä as in fär	ã as in cãre
ē as in mēēt	e as in egg		
ī as in kīte	i as in it		
ō as in ōwn	o as in on	ô as in ôrder	
ū as in ūse	u as in us		

SKILLS

Dictionary Use
(continued)

ACTIVITIES

3. EXAMPLE: deck e o a i

cry	ē	[✓ ī]	o	i	young	ō	i	ē	[✓ u]
rays	ē	[✓ ā]	e	a	great	e	[✓ ā]	ī	o
breeze	[✓ ē]	ā	e	a	arm	ā	[✓ ä]	o	ō
scraps	ō	[✓ a]	e	ā	fond	[✓ o]	ū	ō	u
bleak	e	ā	[✓ ē]	a	coast	o	ū	[✓ ō]	u
shift	ī	a	[✓ i]	ū	bunch	ō	ū	o	[✓ u]
taste	ō	a	e	[✓ ā]	sail	e	[✓ ā]	i	ō
wild	e	[✓ ī]	ā	i	told	[✓ ō]	u	ī	a
axe	ē	[✓ a]	i	ā	air	a	[✓ â]	ē	ä

4. Find the meaning of each of the following words in a dictionary. Then write each of the words in the proper place in the sentences below.

frigid
terrid
isthmus
glacier
equator
peninsula

1. At the North Pole you would find a __________ climate.
2. A __________ is a great mass of ice that forms in the mountains.
3. An ________ is a narrow strip of land joining two large bodies of land,
4. Very hot weather may be called ________ weather.
5. The ___________ circles the earth halfway between the North Pole and the South Pole.
6. Land stretching into a body of water is called a _____________.

MATERIALS - REFERENCE - EQUIPMENT

Workbook Page

Workbook Sheet

SKILLS

III. Comprehension:

A. Locating Information
  1. Table of Contents
    a. Examine table of contents of several books.
    b. Lists titles and have pupils use the table of contents to locate pages.

ACTIVITIES

1. CONTENTS

THE Weather Forecast	1
Earth and Space Navigation	37
Matter and Energy	75
Mechanical and Heat Energy	95
Chemical and Nuclear Energy	117
Electricity	135
Your Body and Growth	161
Animals on Our Planet	193
Plants on Our Planet	229
Geology: Earth's Forces	255
Conservation: Soil and Water	293
Geology: Earth's Minerals	315

Use the contents page above, decide in which chapter each of the following topics belongs. Beside each topic write the correct numeral of the page on which the chapter begins.

1. The weather bureau 1
2. Your skeleton 161
3. Facts and theories of matter 75
4. Nuclear energy 117
5. Controlling water 293
6. Navigating on land and water 37
7. Measuring mechanical energy 93
8. Foxes 193
9. Mushrooms 229
10. Electric circuits 135

MATERIALS - REFERENCE - EQUIPMENT

Table of Contents in various books, library books, basal readers, own books , teacher's editions, workbooks.

SKILLS

2. Examine different books:

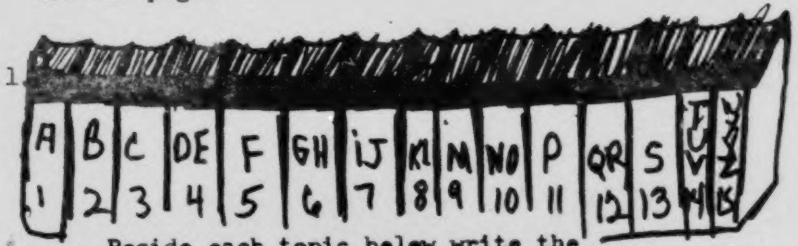
ACTIVITIES

2. Find title page, pictures, key, guide words, publisher, copyright year. Play a game of : Calling out one of the above to see who can find it the quickest. When they find what is called, ask them to explain how it is used or what it's for. If it is a picture, have explain it's purpose in the book and how it relates to the content of that particular page.

B. Reference Materials

1. Encyclopedia
   a. Topics in alphabetical order

1.



Beside each topic below write the numeral of the volume in which the topic would be found:

Lakes in Wyoming _______
Discovery of electricity _______

2. After you have underlined the key words below, write the number of the book in which the idea would be listed.

England ______ Isabella ______
Ferdinand ____ Rewards ______
Holidays _____ Spain ________

MATERIALS - REFERENCE - EQUIPMENT

Encyclopedias
Workbook material

LEVEL

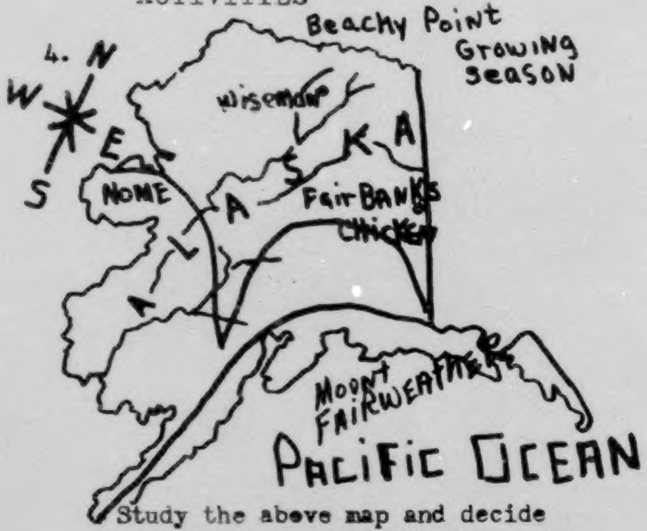
SKILLS	ACTIVITIES	MATERIALS - REFERENCE - EQUIPMENT
b. Compare dictionaries and encyclopedias for differences of materials	3. See how many various encyclopedias and dictionaries children can locate. Let them discuss each and compile a list of differences and likenesses. This could be done as group work. If children have these at home have them bring them into examine and compare with regular encyclopedias.	Encyclopedias, dictionaries, use of library, charts or posters.
c. Pupils should know names of important children's encyclopedias.		
2. The Atlas and Map a. Examine atlas to find answers for questions on location, relative size, direction and distance. b. Use maps to explain longitude and latitude.	1. Answer questions on location, relative size, direction and distance. 2. Learn use of scale of miles. Practice measuring distances of cities on a map. 3. Give out various degrees of long. and latitude for students to locate exact city or country. Then give out city or country and have them name the degrees of long. and latitude.	Atlases, maps (all types road, world, city, state), scale of miles, rulers, magic markers, posters, overhead projector, globe.

N
W
E
S
WISEMAN
NOME
A
L
A
S
K
A
FAIRBANKS
CHICKEN
Mount Fairweather
Pacific Ocean

SKILLS | ACTIVITIES | MATERIALS - REFERENCE - EQUIPMENT

c. Map Keys

4.


Beachy Point
Growing Season
N
W
E
S
Wiseman
ALASKA
NOME
Fairbanks
Chicken
Mount Fairweather
PACIFIC OCEAN

Workbook material
Mimeograph material

d. Directions in relation to actual experience and on maps.

Study the above map and decide in which part of Alaska you would buy a good farm for growing food.

_____ Anywhere in the northern half of the state.

_____ Within twenty miles of the city of Nome.

_____ On an island in the southeast.

5. GAME: Play "Simon Says"
"Simon Says turn North" or "Turn South". Must say Simon Says before they move. Also if turn in wrong direction, will be out.

e. Location, distance and direction

6. GAME: "Twenty Questions"
One person thinks of a country, continent, or ocean. Students begin asking YES or NO questions. "Is it a continent?" "Is it near an ocean?" "Is it close to North Pole?" They can't ask more than twenty questions for each.

SKILLS ACTIVITIES MATERIALS - REFERENCE - EQUIPMENT

3. Magazines and Newspapers
   Use to supply more recent information than what text has.

1. Use magazines and newspapers to correlate with all subject areas:
   EXAMPLE:
   a. Language Arts: Tell which is the most humorous comic strip for the day. WHY? Dramatize it.
   b. Social Studies: Current Events Box. During the week drop news clippings in a box. At a certain each child draws a clipping from a box. He is responsible for giving a summary of the clipping.
   c. SCIENCE: Collect comic strips and columns relating to weather:
      NANCY FREDDY FAMILY CIRCUS
      ASK ANDY
   d. Math.: Look at advertisements and count the number of items such as: different kinds of vegetables, etc.
   e. Health- Safety: Check ads to find foods with milk in them.

Magazines, Newspapers, Weekly Readers, Circulars, Televisions, Radio, Comic Strips, Posters, Pictures. A box, etc.

4. Proper Use of dictionary

1. Review any necessary dictionary skills.

5. Time Tables- Graphs
   a. Reading and Interpreting
   b. Following Directions

1.

Country	Size	People	People on a Square mile
FRANCE	________	44,000,000	207
NORWAY	________	3,500,000	28
NETHERLANDS	________	11,095,721	863
BELGIUM	________	8,989,000	763

Which country is the most crowded? ____________

Is it the largest country? ________

Which one is the least crowded? ____________

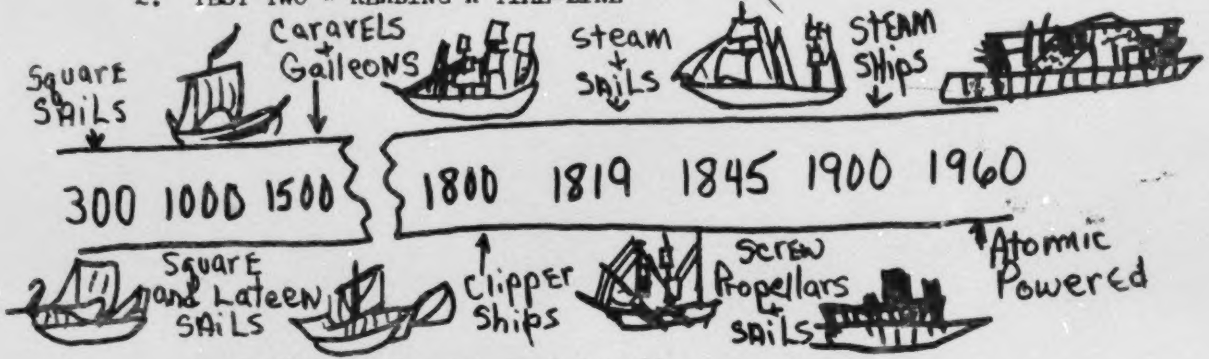
Dictionaries, Mimeographed material, Workbook exercises, Charts, Graphs, Bulletin boards, overhead

SKILLS

ACTIVITIES

MATERIALS - REFERENCE - EQUIPMENT

2. TEST TWO * READING A TIME-LINE


Square Sails
Caravels + Galleons
Steam + Sails
Steam Ships
300
1000
1500
1800
1819
1845
1900
1960
Square and Lateen Sails
Clipper Ships
Screw Propellars + Sails
Atomic Powered

6. Card Catalogue
    - a. Explain that every book has its place on the shelf.
    - b. Each class of books has its own call number.
    - c. Examine cards: Author, Title, and Subject.
    - d. Give practice in location of titles and call number.

1. Explain that every book has its place on the book shelf. Each class of books has its own call number. Examine various cards. Allow students to use and examine an actual card cataloque thru library use. Examine cards for author, title, subject.
2. Give practice in location of titles and call number's. Devise own card catalogues of library books in classroom. Allow students to use this daily. Have them keep index card files of various topics and subjects- arranging them by number's, author, title or alphabetically.

Card cataloque, use of library, index cards if make own, filing box for cards, books(library or otherwise)

SKILLS	ACTIVITIES	MATERIALS - REFERENCE - EQUIPMENT
7. Using a telephone book	1. Have students examine various telephone books. Bring in from home. Use old ones so they can be torn for use in various ways. 2. Compare likenesses and differences in large cities and small cities phone books. Practice in locating people, businesses, offices, stores, etc. in books . 3. Examine and discuss purpose of yellow pages and information in front - police, fire, doctor, etc.	Telephone books- all kinds telephone company materials play telephones , field trips to the telephone company
8. Catalogues	1. Bring in various catagues from home. Examine these and correlate with all subject matter. Have students make a list (Christmas) of items and the total prices. Limit price (total). 2. Post various pictures of items on board, let them discuss what it is and estimate the cost of it. 3. Give limited amount of money for each to spend and allow them to choose. 4. Have them look for their spelling words in catalogue.	Catalogues, pictures from magazines, bulletin board, mimeograph copies of what child is to do with his "money" spelling words (list)
C. Reading To Organize 1. Outlining. Use Roman numerals and letters.	1. SIMPLE OUTLINING: For the student who needs help in outling and sequential order, have him read a short, easy library book. Write down the main points in in the story on tagboard and cut them in strips. Let the student rearrange the strips in the correct sequence at his desk. This activity may also be used with a small group.	Library book, etc. tagboard, scissors, magic marker, charts or posters.

SKILLS	ACTIVITIES	MATERIALS - REFERENCE - EQUIPMENT
C. Reading To Organize (continued)	Each child is given a strip on which a sentence is printed describing one main event in the story; he puts the strip into a chart that has been equipped with slits on either side to hold the strips in place. The story is then told in correct sequence. Finally, the sentences are read aloud to see if the group agrees on the sequence.	
	2. OUTLINING: (As an independent activity) An independent activity of this type will aid in the development os skill in outlining. Materials needed are a short selection that could be simply outlined, the outline form (as illustrated in the diagram) and specific phrases needed to complete the outline. The latter might also be on tagboard. Store these material in a large envelope. Attach a smaller envelope in which as answer sheet may be placed. So that the students may work independently, write simple directions, such as , "Read the story and make outline with the material you will find in the envelope. Then check your work on the answer sheet."	Short selection which could be easily outlined, tagboard, mimeograph material, large envelope , small envelope, answer sheet, and chalkboard.

SKILLS

ACTIVITIES

3. There should be available to the student's a number of these exercises. Number them according to their progressive dificulty. In the easier group the teacher may wish to furnish all the main headings and have students supply some or all of the supporting details. In the final exercises the student might be asked to furnish all the parts of the outline.

I Roman eating HABits
A. BrEAKFAST
B. LUNCh
C. DiNNER
II Roman DrEss
A. MEN
B.
III
A.
B.

4. William Beebe's Bathysphere
I. Description of Beebe's bathysphere
A. Made of steel
B. Three round windows.
C. Panes made of fused quartz
D. Opening for man to crawl through
E. 400-pound door
II, Descent into the water
A. Beebe and assistant enter
B. Door screwed shut
C. Lifted by large crane
D. Lowered into water by steel cable

MATERIALS - REFERENCE - EQUIPMENT

Paper, pencil, mimeographed material, chalkboard, overhead projector.

SKILLS	ACTIVITIES	MATERIALS - REFERENCE - EQUIPMENT
2. Establish a sequence Pupils list sentences in order of event	1. SEQUENCE: To give practice in recognition of story sequence, cut short stories into single sentences, numbering each on the back in proper sequence. Put each story in an envelope. Write the following instructions on the outside of each envelope: "These sentences are mixed up. Arrange them in the proper order to make a story. When you have finished, turn the seqtences over, keeping them in the same order. On the back you will find the numbers - 1, 2, 3, 4, 5,etc. If they are in proper order, you have arranged the sentences correctly." You may wish to have a number of these envelopes on the independent activity table. If so, file the envelopes in a small box, and attach the directions to the box.	Envelopes, paper, scissors, small box, old workbooks or basals to cut stories from.
3. Following Directions	1. For students who need practice in following directions, make out mimeographed sheets and have students do as directed. Directions such as the following may be used: 1. Beginning with G, write the letters backto to A. 2. Write your name and address as they would be written on an envelope. 3. Turn to page 140 in your dictionary and copy the two guide words. 4. Look at the sixth unit in the Table of Contents in Trails to Treasure. Find and write the title of a story about Robin Hood.	Envelopes, paper, pencils, dictionary, Basal Reader. Specific story "A Smart Trade", p. 144, Table of Contents of Basal Reader or Other book; Counting numbers in classroom "Tape recorder is excellent for this type of activity.

SKILLS	ACTIVITIES	MATERIALS - REFERENCE - EQUIPMENT
3. Following Directions (continued)	5. Write the number of boys and the number of girls in your classroom (this room) 6. Draw an inch square and put a cross in the center.	
	2. Check the person's needs and give first aid if you have been trained to do so. Often the best action is to just cover the victim and keep him warm. A. Give three steps you can take when you see an accident. 1. Call the police and the doctor 2. Keep the hurt person still 3. Cover him and keep him warm. B. What are two "don'ts" to follow at an 'accident? 1. Don't get panicky 2. Don't move the victim unless there is danger C. Give three steps in treating shock and tell why each one is taken. 1. Make him lie flat with feet elevated 2. Keep him warm 3. Give liquids slowly.	paper and pencil
4. Summarize a. Topic Sentence b. Main Idea c. Sentence Summarizing	1. For students who have difficulty in locating topic sentences, set up this independent activity. Collect paragraphs in which the topic sentences are directly stated rather than implied. Paragraphs may be clipped from children's magazines, old textbooks, etc. Paste the paragraphs on cards, on the backs of which are written the topic sentence, Place the cards in an envelope. On the front write the directions, such as,	

SKILLS	ACTIVITIES	MATERIALS - REFERENCE - EQUIPMENT
4. Summarize (continued)	"Read these paragraphs and find the topic sentence (the one best tells what a paragraph is about.) Look on the back of the card to check your answer." For students who could easily master this exercise, paragraphs in which the topic is implied may be used in the same manner.	Magazines, old textbooks, etc index cards, envelopes.
	2. Write the main idea of the story. A thermos bottle keeps drinks cold for a long time. To check your main idea, summarize each numbered sentence from the story. 1. The thermos bottle will keep drinks colder than a can. 2. The chill is trapped between the two shiny bottles. 3. Mark thinks he can fit the can inside the thermos.	Workbook exercise
D. Note Taking 1. From reading 2. From lecture	1. Students are assigned to take notes from a particular T.V. program. (or radio) 2. Listen to the teacher as review for test, take notes to study .	Television, paper , pencils radio.

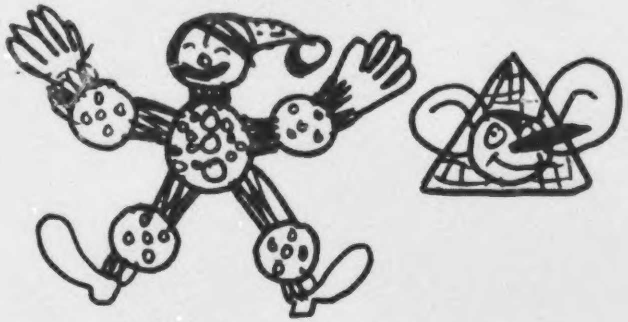
SKILLS	ACTIVITIES	MATERIALS - REFERENCE - EQUIPMENT
E. Reading for Appreciation 1. To derive pleasure 2. To form sensory impressions 3. To develop imagery 4. To understand characters a. Physical appearance b. Emotional make-up	1. In order to obtain pleasure from books read, students should choose books which appeal to their interest. They should not have to read this book for a report or otherwise but merely for enjoyment. They might then tell briefly what they liked about the story.	Library books, own books literature books
	2. Create posters illustrating a high point in the story.	Posters
	3. CHALK TALK Objectives: 1. To develop speaking vocabulary 2. To develop a good speaking voice 3. A concept of logical sequence of ideas 4. Create imagination Use colored chalk on a chalkboard or tape a sheet of manila paper to the board and then proceed to apply large blocks of color. Use one definite shape such as the circle. The children are instructed to volunteer when the emerging design reminds them of something. THIS MIGHT BE THE RESULTS: Teacher began with circles- children suggested a clown- as they described it she drew. As she drew she suggested they think about him and think of a poem or story to tell about him. The children might suggest the circles look like a mouse, develop it from there but limit the number of details of the drawing. This could be used on a rainy day or on the spur of the moment to hold attention. This could be done in any grade .	Colored chalk, chalkboard, manila paper.

LEVEL

SKILLS ACTIVITIES MATERIALS - REFERENCE - EQUIPMENT

E. Reading for Appreciation (continued)

3. CHALK TALK



4. Write a character sketch of an interesting character. Include physical and emotional or act out this character.

IV. Oral reading
  A. Recognize and pronounce words with speed and accuracy.
  B. Interpret marks of puncuation
  C. Express emotion sincerely
  D. Read with self-confidence
  E. Read in a pleasant voice
  F. Interpret Characterizations
  G. Interpret Word Pictures
  H. Interpretations of sensations given by words.
  I. Interpret organization of text
    1. Main heads and sub-heads in outline
    2. Directions for carrying out an activity

1. Allow for practice in oral reading through various means
2. Plays would be effective
3. Oral reports
  a. Dramatize parts of story
  b. "Televise" or give radio version of story insidents
  c. Take part in a stage version of a story.
  d. Verify answers to questions

Basal Reader, Weekly Reader, workbook exercises, literature books, newspapers, Box labels, Can Labels, S.R.A. Labs, Controlled reader.

1. To promote paragraph comprehension, cut out small, attractive pictures from magazines or old books, and paste them on small filing cards. Prepare a set of cards with a paragraph on each one, describing the picture. Put the cards into an envelope and have pupils match the descriptive cards with the picture cards. To make the activity self-corrective, write

Pictures from workbooks, magazines, books, filing cards, envelopes.

LEVEL

SKILLS

IV. Oral Reading
(continued)

ACTIVITIES

1. the same letter or number on the back of matching cards.

Finish the outline. Write each main heading directly under I. List the group of ideas that belong with it. Use one of the groups given below.

A. Raising crops
B. Raising cattle
C. Trading

A. Sheltered harbors
B. Sandy beaches
C. Rolling farm land
D. Hills and mountains

A. Music and dancing
B. Sports

I. History

A. Discovery by Columbus
B. War with Spain
C. United States help
D. Complete independence

2. Distribute cards to the students with a set of directions on each card, such as "Make believe you are a mechanic." Make motions to show you are lubricating an automobile.

Each student takes his turn at pantomining the directions written on his card. The group tries to guess the directions. After the group has guessed, the student reads his directions to them.

MATERIALS - REFERENCE - EQUIPMENT

Index Cards

240

NOTE:

The Barbe Reading Skills Check List, Sixth Level Reading Skills, Which originally appeared on pages 240 - 244 is protected by copyright and consequently has been deleted by CMC. It can be found in The Educator's Guide to Personalized Reading by Walter Barbe published by Prentice-Hall.

LEVEL 6

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SKILLS

I. Vocabulary

A. Word recognition
   1. Context clues
      a. How the word is used in a sentence

ACTIVITIES

Complete each of the following sentences. Fill in the first blank with a word that tells "how." Fill in the second blank with a phrase that tells "where." Choose from the words and the phrases listed in the columns below.

Where

into an oak tree
to an exhibition
in the newspaper
from a distance
to the tree
into space
across his broad shoulders
into a snug, warm shelter
on the mountain slope
on the store scales
into the deep snow
on the snowshoes

How

proudly
swiftly
sharply
rapidly
firmly
slowly
thoughtfully
impatiently
doubtfully
carefully
awkwardly
sleepily

1. Thompson's ax _sharply_ _ _ bit _into an oak tree_ _ _.
2. John _slowly_ _ _ read the item _in the newspaper_ _ _ _.
3. John stared _thoughtfully_ _ _into space_ _ _ _ _ _ _ _.
4. Thompson _rapidly_ _ _ _ strode _to the tree_ _ _ _ _ _.
5. John _ impatiently _ slung the snowshoes _across his_ _ _broad shoulders_ _ _ _.
6. John _carefully_ _ _ _ placed the snowshoes on the store _ scales_ _ _ _ _ _ _ _.
7. At first John practiced _awkwardly_ _ _ _ _on the _ _ _ _mountain slope_ _ _ _.
8. He braced his feet _ firmly_ _ on the snowshoes_ _ _ _ _.
9. John _proudly_ _ _ invited his friends to an exhibition_ _.
10. His friends watched _doubtfully_ _ _from a distance_ _ _ _ _.
11. John crawled _sleepily_ _ into a snug, warm shelter_ _ _ _ _.
12. As the tree fell, John _swiftly_ _ _ _ _ sprang sideways into the deep snow_ _ _ _ _ _ _ _.

MATERIALS - REFERENCE - EQUIPMENT

Mimeographed sheets of activity

Workbooks etc.

SKILLS

ACTIVITIES

MATERIALS - REFERENCE - EQUIPMENT

Game: Words for Sale - At the end of the street there might have been a brand new sign that siad, "Storyteller's Supermarket - Self-Service." A writer of stories walks in and finds all varieties of words for sale. The author has been working on a children's story and knows that he still needs several words before his job is done. He is delighted because he can surely find them all at this remarkable supermarket. So he walks up and down the aisles, making careful selections. Soon his basket is full. Below are some of the words he has decided to buy:

he
covered
because
anxious
ahead
sheep
trudged
faithful
but
rocky
who
really
ancient
hunt

B. Here is part of the author's story with its unfinished sentences. Choose one of the words from his "basket" to fill each blank so that the sentence will make sense when you read it.

Andy and Joe started to climb the rocky hill. They were tired because they had left home early that morning to hunt for Joe's dog. Butch had disappeared the night before. The boys had already covered several miles but they would not think of going back without Butch. He was an old brown dog with a shaggy coat and a sad face. It wasn't only Joe who loved the faithful beast. The whole family really couldn't manage without him. Joe's father needed the dog to help bring in the sheep, and Butch was a faithful companion to Joe's sick brother, Ted. So the determined boys trudged on. Suddenly there was a thrashing in the bushes up ahead, and an excited bark. Joe knew that the anxious search was over.

Rectangular slips of paper with a word on each.

A basket

A copy of the story for each student

SKILLS | ACTIVITIES | MATERIALS - REFERENCE - EQUIPMENT

Old-Fashioned Fun

Nobody in Annisquam knew much about the old man who lived on the hill. Some said he just grew out of the rocky soil like one of his maple trees. But Alice Carroll, who kept the general store, insisted thatMr. Jensen was no Yankee and had sailed into Annisquam from a faraway port.

Mr. Parker, a neighbor, said that among Mr. Jensen's treasures was a highly polished elephant bell from India and a colorful carpet from Turkey. Instead of being tacked on the floor, the carpet was hung on a wall. Besides these unusual treasures, Mr. Jensen owned a pair of the strongest oxen in all Massachusetts.

One cold day in March, some of the children from Annisquam were skating on a pond near Mr. Jensen's farm. They giggled haopily as they dashed back and forth across the ice. They realized that Mr. Jensen's land came to the pond, but they didn't think he would be near that end of his property on such a cold day.

The children were mistaken, however, for suddenly they say him driving his oxen down the road toward the pond. It was too late to run away, so the frightened children waited.

2. Picture Clues
    a. Visual impressions of words

Colorful Language

The glowing sky was ablaze as the tired farmer turned his plow into the last row.

You enjoy reading a sentence like the one above. It is pleasant sounding and helps you picture the scene in your mind. What the writer probably saw was a red-orange sky at sunset, but he had a more colorful way of describing it.

Copy of activity for each student.

Drawing paper for the students to draw pictures showing visual impressions.

SKILLS

b. Function of a word

ACTIVITIES

MEANING CLUES TO WORDS

THINKING: Using Different Kinds of Clues to Meanings of Words.

Special Dictionary

Com-plain	To find fault; to sxpress unhappiness about something.
hung	Past of hang.
ma-ple	A tree, with harp light-colored wood, a two-winged dry fruit, and a watery sap.
prop-er-ty	Something that is owned, as land, goods, or money.
sap	That which flows through the wood of a tree or a woody plant.

Kind of Clue: one of a class

The new word belongs to the class tree. Here are some you know: oak, pine, ash, dogwood, gumwood. New Word: Maple

Kind of Clue: ideas that go together

Tack on a floor go together as hang on a wall go together. In this case tacked is the past of tack and hung is the past of hang. New Word: hung

Kind of Clue: words that mean the same

The new word may be used in place of the helping idea land. New Word: property

In the following story five new words you have not seen before are underlined. Near each new word are other ideas with broken underlines. These are the meaning clues to the new words. Each time you come to a new word, look above and study the meaning clue. You may want to glance at the dictionary help on this page to make sure you know how to say the word.

MATERIALS - REFERENCE - EQUIPMENT

Mimeographed sheets - copy for each student.

Workbooks

Below are four ways of using colorful language to describe different kinds of skies. Read each one and picture the kind of sky described. Then study the facts listed to the right and check each one you think the writer had in mind, as the first one is done.

A. The sky is a large blue sea with puffs of foam scattered here and there.

__ It is a cloudy, cold day.
__ There are a few white clouds in the sky.
__ A snowstorm is beginning.

B. There are two skies. A blue one is overhead and miles away. The other is deep green and trembles when I touch my fingertips to the water of the pond.

__ The sky is clear and blue.
__ The pond serves as a mirror.
__ The sky is covered with woolly clouds.
__ The sky above is pictured in the water.
__ The writer sees a stormy sky.

C. The sky is a tremendous cave. The clouds are big black horses galloping across the dark way. A ragged flash of lightening whips the horses into a heated chase.

__ Rain clouds cover the sky.
__ Lightning flashes.
__ This is a sunny summer sky.
__ A snowstorm has just ended.
__ A rain-storm is beginning.

D. The gray sky turns on its soft yellow light to guide the stars to bed. The sun's alarm is ringing, although he has yet to open his big electric eye. But the birds know it is day, for they burst into song.

__ It is evening.
__ It is dawn.
__ The sun is about to rise.
__ Light is appearing in the east.
__ There is a golden sun in the sky.

Often an author chooses to imply information rather than to state facts. Read each paragraph below; then draw your own inferences and underline the word or phrase that completes each sentence correctly.

1. Jerry bounded up the stairs two at a time, yanked open the screen door, and burst into the living room,

where he turned the one cart wheel for which there was room. Had he been able to, he would have walked on his hands to the nearest chair. Instead, he just flopped into one, pulled up his legs, rested his chin on his hands, and grinning from ear to ear exclaimed, "Hey, guess what!"

a. Jerry is (young, middle-aged).
b. He is (in his own home, visiting friends).
c. His mood is (frightened, happy).
d. The pace is (fast, slow).

2. The waves lapped ever so gently over the white sand and then rolled lazily back to sea. On land, several sea gulls picked at the picnic leftovers beside the charred wood of a dead bonfire. At sea, a lone sailboat crossed the streak of moonlight and glided slowly past, barely moving in the faint breeze.

a. The weather is (clear, rainy).
b. The time is (late evening, early morning).
c. The mood is (suspenseful, peaceful).
d. The pace is (fast, slow).

3. A bitter wind whistled through the forest, piling the blowing snow in huge drifts. No forest creature stirred, but a sudden shaft of moonlight penetrated the clouds, illuminating a bent figure that crouched behind a tree. Hastily the figure rose, manipulated his snowshoes over the ground as quickly as possible, then took refuge behind another tree away from the moon's light. Carefully his alert, restless eyes peered from behind the tree and settled on a faint light that shone through the window of a log cabin. His eyes narrowed as he recognized the man who appeared in the lighted window. Only a few more steps to go.

a. The season is (fall, winter).
b. The time is (evening, morning).

SKILLS

ACTIVITIES

In a terriable fright -
And found it was perfectly true!

Which lines of the limerick have three stressed syllables and end with one sound? Put check marks in front of them.

Which lines have two stressed syllables and end with another sound? Put circles in front of them.

Rhythm and Rhyme

Some syllables in a poem receive more stress than others. The pattern of stressed syllables in a poem is called shythm.

Often in a poem certain lines end with the same sound. The pattern of repetition of ending sounds in a poem is called rhyme.

Read the following poem softly to yourself:

Husky Hi

Husky hi, husky hi,
Here comes Keery galloping by.
She carries her husband tied in a sack,
She carries him home on her horse's back.
Husky hi, husky hi,
Here comes Keery galloping by!

In "Husky Hi" accent marks appear above the four syllables in each line that receive more stress. The pattern of stressed syllables is what gives the poem its galloping rhythm.

The rhyme in "Husky Hi" results from the use of rhyming words. A word rhymes with another word if the vowel sound in the last stressed syllable and any sounds that follow it are the same in both words. Write the pairs of rhyming words at the ends of the lines in "Husky Hi."

MATERIALS - REFERENCE - EQUIPMENT

Unit on poetry (example may be found in the library)

SKILLS ACTIVITIES MATERIALS - REFERENCE - EQUIPMENT

c. The mood is (peaceful, suspenseful).
d. The first figure is (an invited guest, an uninvited guest).
e. The cabin dweller will greet him with (pleasure, fear).

3. Languages rhythms
   a. Rhyming clues

Rhyming Modifiers

Mimeographed copies

Try rhyming nouns with their modifiers by making up rhymes to fit each of the following descriptions:

Procedure: Pupils should understand that the first word of the rhyming pair is an adjective and the second word is a noun.

1. High school homecoming queen teen queen
2. Slender James slim Jim
3. An overweight kitten fat cat
4. A small hot dog teenie weenie
5. A happy father glad dad

Note: pupils might enjoy completing the following exercise aloud.
Make up your own rhyming words and write them on the lines below.

____

____

____

A limerick is a humorous poem of five lines which has a special pattern of rhythm and rhyme. Watch for the special pattern as you read the following limerick softly to yourself:

There was an old man of Peru,
Who dreamt he was eating his shoe.
He woke in the night

Suggest drawing pictures of what they see in poems.

Drawing paper

Other poems

SKILLS

ACTIVITIES

MATERIALS - REFERENCE - EQUIPMENT

1. Li
ty
2. Sack
Tack
3. Li
ty

B. Prefixes

A prefix is something put at the beginning, as a syllable joined to the beginning of a word to change its meaning. In the word "unsealed" the syllable "un" is a prefix.

Prefix	Meaning
post	after, behind
pre	before
pre	for, in front of
re	back, again
se	aside
semi	half, partly
sub	under
super	over, above
trans	beyond, across
tri	three, thrice
un	not

Prefix: en

Phonics: Root Words   Thinking: Meanings of a Prefix

Because it was the first time James had been exploring with the fellows, he wondered if he would have the courage to enter the cave.

At that very moment Oscar's cheery words, "I'll stick with you," seemed to encourage the newcomer to keep up with the gang.

Say the underlined words in the above sentences. Then look at their pronunciations below.

courage 'ker-ij
encourage in-ker-ij

Which word has three syllables?

Underline the meaning of the prefix en in the word encourage.

in the middle of a horrible fright
unable to give courage
to give courage to

Manila folders (approx. 4)

Envelopes, ruler, razor blade, dictionary

Folders on other prefixes

TEST
Root Words and Prefixes

Directions: 1. Write the prefix of the starred word on the line after the word.
2. Choose its root from the three words below the starred word and underline it.
3. Choose the meaning of the starred word and put a check before it.

Prefixes		
a	en	re
dis	mid	un

*redecorate ________
dignity celebrate decorate
____ to build something of marble
____ to make something pretty again
____ to write an invitation a second time

*disagreeable ______
disgrace agreeable principle
____ ill-tempered
____ embarrassed
____ contented

*enslave ________
slave grave save
____ to make to obey as if owned
____ to make secure by strongly webbed netting
____ to make a foreigner feel at home

*unhealthy _______
healthy chilly fleshy
____ feeling marvelously well
____ not feeling well; diseased
____ feeling cowardly

SKILLS ACTIVITIES MATERIALS - REFERENCE - EQUIPMENT

*abloom ________
robe room bloom
____ carved beautifully
____ in flower
____ stuffed with fake jewels

*unconscious ________
concern anxious conscious
____ not able to realize what is going on
____ having no pride in what one does
____ familiar with one's surroundings

*midnight ________
note night nice
____ the middle of the afternoon
____ noon
____ twelve o'clock at night

*enroll ________
wreath breast roll
____ to scream furiously at someone
____ not to observe laws properly
____ to put on a list

Suffixes: A suffix is one or more syllables that, when added to a word, make a new word, as -er in helper.

Rule: Adding a suffix to a word adds one syllable to the word (except in the case of able which adds two syllables) and that syllable is usually unaccented.

Suffix	Meaning
ic	like, made of
ice	that which, quality or state of being
ed	being in a condition of
ion	act or state of being

Suffixes - Directions: Add the endings to the following words, and write the new word in the blank.

1. Funny + est = ________
2. excite + ing = ________
3. drop + ed = ________
4. big + er = ________
5. peace + ful = ________
6. party + es = ________
7. become + ing = ________
8. glance + ed = ________
9. write + ing = ________
10. brainy + est = ________
11. strange + er = ________
12. carry + ed = ________

SKILLS ACTIVITIES MATERIALS - REFERENCE - EQUIPMENT

Root Words

Directions: Read each word below. In the blank next to the word write the root word for each.

1. remembering ____________
2. ruling ____________
3. taking ____________
4. careful ____________
5. doing ___________
6. greatness ___________
7. workable ___________
8. goodness ___________
9. unlucky ______________

Directions: Now write each root word you found in numbers 1 to 9, and read the message the secret agent has sent you.

Message: ____

TEST

Directions: 1. Write the suffix of the starred word on the line after the word.

2. Choose its root word from the three words below the starred word and underline it.

3. Choose the meaning of the starred word and put a check before it.

Suffixes

able	ly	ous
ful	ment	ship
less	ness	ward
like	er	y

* armourlike ________

armor among terror

___sharp, like a spear

___ somewhat like a covering, used to protect a person or thing

___ surrounded by a wall

* westward _________

east swap west

___ in the opposite direction of the west

___ moving cautiously forward

SKILLS ACTIVITIES MATERIALS - REFERENCE - EQUIPMENT

___ in the opposite direction of the east

* bloodless ________
bleed bloom polish
___ done without shedding blood
___ without flowers
___ shining brightly

* excitable ________
realize expect excite
___ showing great sorrow
___ showing strong feeling easily
___ determined to be reasonable

* projector ________
palace project support
___ a maching that throws pictures on a wall or other background
___ a person who quarrels easily
___ a merchant who sells banquet supplies

* illness ________
ill bit die
___ reluctant to take medicine
___ a state of excitment
___ condition of being sick

* enchantment ________
spent plenty enchant
___ state of being spellbound
___ evidence for a court case
___ place to eat

* courageous ________
cargo courage cautious
___ a program for a ceremony
___ having great bravery
___ splendidly informed

SKILLS

C. Word Meaning
  1. Multiple meaning

ACTIVITIES

BLEND-a-WORD GAME

spike
Spent ________
tent

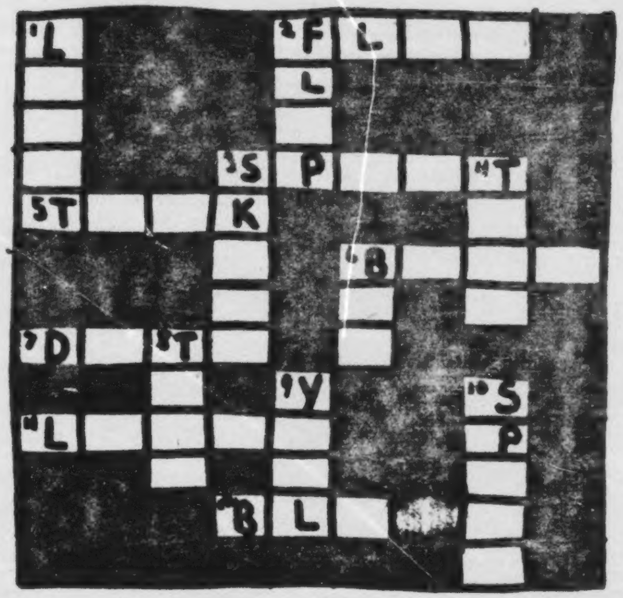
torn
____
black

least
____
dance

doubt
____
skate

yell
____
barn

flip
____
bag



Across

2 A warning of danger when red
3 Past of spend
5 A small sharp-pointed nail
6 A building used for housing farm animals
7 The day, month, or year when something takes place
11 A long thin bar with a sharp, steel head, used for fighting
12 Opposite of white

Down

1 The smallest or lowest, as of price
2 To toss
3 Something that fits onto a shoe, used for moving smoothly across ice
4. Past of tear
6 A suitcase
8 A shelter usually made of cloth
9 To shout
10 A very large nail

MATERIALS - REFERENCE - EQUIPMENT

A crossword puzzle for each

Workbooks

SKILLS

2. Associating Words and Feelings

ACTIVITIES

Poets often describe something by comparing it with another thing. The two things remind the poet of each other because they have something in common.

Twinkle, twinkle, little star,
How I wonder what you are!
Up above the world so high,
Like a diamond in the sky.

What is compared in this poem? Discuss the feel one gets when reading a poem as such.

The two things compared are _a_star _ and _ a _ _ diamond _ _

They are alike because they _ twinkle _ _ _ _ _ _ _

Mary had a little lamb,
Its fleece was white as snow;

The two things compared are _ lamb's_fleece _ _ and _ snow_ _ _

They are alike because they _are_white_ _ _ _ _ _ _

"And my heart is like a rhyme,"

The two things compared are _a_heart_ _ _ _ _and _ a rhyme _ _ _ _ _ _ _

They are alike bedause they _have a regular beat_ _ _

"The wind tapped like a tired man,"

The two things compared are _ the wind_ _ _ _ and _a man_ _ _ _ _

They are alike because they _tapped gently_ _ _ _ _

The neon lights
Wink one by one
Like fireflies when
The day is done.

MATERIALS - REFERENCE - EQUIPMENT

Other poems with different things compared - let students find them.

Let students share their feeling from while reading and after they have read their poems.

Mimeographed copies

Workbooks

SKILLS

ACTIVITIES

MATERIALS - REFERENCE - EQUIPMENT

The two things compared are _ lights_ _ and _fire-_ _ flies _
They are alike because they _wink when_day_is done_ _

3. Synonyms -
Same or nearly the same

Synonym
Mix words - let them match

1.	traditional	customary
2.	ridiculous	absurd
3.	obvious	evident
4.	impudent	sassy
5.	calm	quiet
6.	abrupt	sudden
7.	advantage	benefit
8.	ferocious	savage
9.	irritable	peevish
10.	perilous	dangerous
11.	exaggerate	overstate
12.	precious	valuable
13.	exhibit	display
14.	delicate	fine
15.	diminish	decrease
16.	reluctant	unwilling
17.	magnificent	splendid
18.	robust	strong

Mimeographed copies - mix words on list

Dictionaries - optional

Workbooks

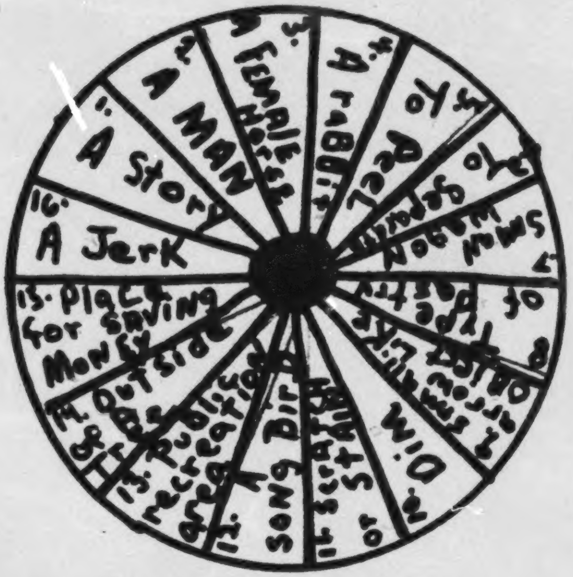
Fun with Words

Procedure: Point out that words are often defined by using synonyms.

Put your knowledge of words to work by proceeding clockwise around this wheel. Find the word defined in the section at the arrow. Change only one letter in the word for each of the other sections of the wheel. Each word has four letters. Write the words on the lines below.

SKILLS

ACTIVITIES


1. A Story
2. A MAN
3. A female Horse
4. A rabbit
5. To Peel
6. To Separate
7. Small wagon
8. Type of pastry
9. Small arrow like object
10. Dim
11. Scratch or stain
12. A Song Bird
13. Public recreation area
14. Outside
15. Place for saving money
16. A Jerk

Note: This game serves to point out the importance of the individual letter to word meaning.

1. tale
2. male
3. mare
4. hare
5. pare
6. part
7. cart
8. tart
9. dart
10. dark
11. mark
12. lark
13. park
14. bark
15. bank
16. yank
17. rank
18. hank
19. hand
20. hang
21. fang
22. bang
23. band
24. bind

MATERIALS - REFERENCE - EQUIPMENT

Mimeographed sheets of game or make a large wheel from poster board

Magic marker if you use the game on poster board

SKILLS

3. Homonyms - pronounced same - different meaning and spelling

ACTIVITIES

Recognize misused homonyms

This exercise will provide laughter as well as help pupils note spelling as a clue to the meaning of homonyms. After writing the sentences shown below, let boys and girls point out the incorrectly used homonym in each sentence and suggest the word that should be substituted for it. Sentences might be revised by writing the correct homonym above the incorrect one.

I won't pay a scent more for the perfume.
In the downpour the raining king got all wet.
A bear room can be frightening at night.
The heard was noisy.
Weight for me at the scales.
Hour time is up!
The steal chair was cheap.
The earn was filled with money.

Other examples - match

B.	C.
two	new
knew	right
made	sow
so	knight
write	too
night	maid

MATERIALS - REFERENCE - EQUIPMENT

Make a folder from a manila folder. Divide into half by drawing a line in the middle. Put words cut from old workbooks on small rectangles of construction paper about two-thirds of the way down the folder. Place two envelopes at the bottom with homonyms to match the words at the top. Cut a slot beside each word and place each to match

Example:

SKILLS

4. Antonym - opposites

Purpose: Develop an awareness of antonyms and synonyms.

ACTIVITIES

In the first blank at the right of each word, write an anyonym for that word.

Antonym

unusual ____________
sensible ____________
hidden ____________
polite ____________
noisy ____________
gradual ____________
handicap ____________
tame ____________
pleasant ____________
secure ____________
belittle ____________
worthless ____________
conceal ____________
coarse ____________
enlarge ____________
eager ____________
ordinary ____________
weak ____________

Vocabulary Game

The Use of Antonyms and Synonyms

Procedure: This game may be played by first dividing the class into groups to account for individual differences. The teacher pronounces a word and then uses it in a sentence. Each pupil then has a chance to go to the board and write down an opposite meaning, or antonym, or to use the word that means the opposite in a sentence. Example: "Fastidious" or "meticulous" or clean. The student may list various words such as, slovenly, dirty, unkempt, or filthy.

MATERIALS - REFERENCE - EQUIPMENT

Dictionaries - optional

Blackboard and chalk

Any number of players

SKILLS

ACTIVITIES

MATERIALS - REFERENCE - EQUIPMENT

__Variations__: This game may also be played using synonyms, or through the use of classification.
Example: The teacher uses the word "Government" in a sentence or she might write it on the board as an isolate. The responses would be Congress, Mayor, President, City Council, etc.

5. Heteronym - pronounced differently - same spelling.

In each pair of sentences are two words which are spelled alike but which have a different pronunciation and meaning. Underline the correct pronunciation for each word and then write its meaning in the blank. Use a dictionary if necessary.

1. The citizens listened to the explanation of the proposed plan, but in the end they filed a written protest (pro'test, pro test') ________
One citizen did not protest (pro'test, pro test'). ________

2. The final event in the track meet was a contest (kon'test, kon test') between the relay teams. ________
Even though the judges pronounced Jim's team the winner, Coach Thompson said he would contest (kon'test, kon test') the decision. ________

3. Even though Martha knew the music well, she continued practicing because she wanted to perfect (per'fikt, per fekt') her skill. ________
She gave a perfect (per'fikt, per fekt') performance. ________

4. That perfume (per'fum, per fum') is costly. ________
Roses perfume (per'fum, per fum') the air. ________

5. Tom and Allen were present (prez'ent, pri zent') for every club meeting through-out the year. ________
The club leader will present (prez'ent, pri zent') them with awards for their faithful attendance. ________

1. Dictionaries
2. Mimeographed copies
3. Workbooks of various similiar exerises

SKILLS ACTIVITIES MATERIALS - REFERENCE - EQUIPMENT

5. Heteronym-
(continued)

6. Sue wanted to rebel (reb'el, ri bel') against the plan. ____________________
She decided not to be a rebel (reb'el, ri bel').

7. I'll be there in a minute (min'it, mi nut').

A pore is a minute (min'it, mi nut') opening.

8. My father has a duplicate (du'ple kit, du'ple kat) set of keys for the building. ____________________
Will you be able to duplicate (du'ple kit, du'ple kat) that excellent performance? ____________________

6. Enriching imagery

Show a picture, for example , a picture of a scarecrow and ask them to write - "What would you do if a scarecrow ten feet high, that look like this one, enters your room."

Use similar idea in correlation with any holiday or subject etc.

Picture of other ideas for suggested activity or use similiar suggestions without pictures.

TESTING YOUR VOCABULARY

Write the number of each word in column I before its definition in column II.

I		II
1. drowsing	_____	salesman
2. clerk	_____	an amount of money
3. vigorous	_____	almost sleeping
4. allowance	_____	the bow of a ship
5. ponderous	_____	energetic
6. resonant	_____	heavy
7. onslaught	_____	a kind of roof
8. oval	_____	egg shaped
9. prow	_____	a continuous sound
10. thatch	_____	attack

SKILLS

6. Enriching imagery (continued)

ACTIVITIES

TESTING YOUR VOCABULARY
(continued)

I	II
1. youngster	____ dismal
2. restaurant	____ a little boy
3. vegetation	____ a headdress
4. handicap	____ threat
5. windshield	____ to sing in a low voice
6. turban	____ a glass screen
7. wobbled	____ eating place
8. menace	____ moved unsteadily
9. dreary	____ plant life
10. croon	____ obstacle

Fill the blanks in the sentences with words from the following list. As soon as you have used a word, cross it out.

mongoose quay polio alien
bamboo nomadic shriveled confronted

1. The tired bullocks would not respond to Redmika's ____________ goad.
2. The animal that Redmika had tamed was the __________.
3. In central Africa some people are ________________ heardsmen.
4. The sound of men was ___________ and disturbing to the Lion.
5. The Lion crept back to his shelter and stole away from the two Masai warriors that ___________ him.
6. Aristocles had had ________ five years before and since then his leg had ______________.
7. Aristocles liked to see the boats at the _______.

MATERIALS - REFERENCE - EQUIPMENT

1. Mimeographed copies
2. Use different times within this level if needed for evaluation

SKILLS ACTIVITIES MATERIALS - REFERENCE - EQUIPMENT

Fill in the blanks with a more colorful word that is listed below.

fretful
lumbering
cautiously
sparkle
quickening
striding
filtered
thrust
gurgle
tangle

1. The shadows of the ____________ oxen were like
awkward
monsters _________ into the forest beyond.
walking

2. The road dipped slightly to let a small stream
____________ and ___________ across it.
run run

3. With a few comforting words, Redmika's mother quieted the _________ baby.
cross

4. Starlight _____________ through the __________
came network
of branches.

5. Redmika ____________ __________ his arm into the
carefully put
pile of provisions.

6. His breath _____________, Redmika turned and watched
coming faster
the flame as the cart passed beyond it.

SKILLS

II. WORD ATTACK SKILLS

A. Phonic and structual characteristics of words

1a. Initial Consonants

ACTIVITIES

Spin - Sound

Make playing board with eighteen different initial consonant sounds and nineteen symbols: b, hard c, d, f, hard g, h, j, k, l, m, n, p, r, s, t, v, w, y, and z. (Hard c and k have the same sound. Number the consonants.

HOW TO PLAY

1. Each player starts turn by spinning top.
2. Players moves marker on board the number of pictures spaces indicated by the top-most number on the top when at rest.
3. Player must day (identify by name) the name of picture in space indicated. Before placing marker on space, player must also say one other word (example word) beginning with same consonant sound as name of picture.
4. If player is unable to give word with matching initial consonant sound(example word), he moves back one space, says name of the picture, and gives matching initial consonant word for it. If still unable to give matching initial consonant word, procedure is repeated once again, but player remains on the space.
5. A matching word (example word) should not be used more than once. Any player who repeats a word already given as an example word should have the opportunity to give another word rather than lose his turn.
6. Player who first reaches the end of the road is the winner.

MATERIALS - REFERENCE - EQUIPMENT

playing board

Top with five numbered points

Marker of different color for each player to move on board.

SKILLS

ACTIVITIES

MATERIALS - REFERENCE - EQUIPMENT

1 a. Initial Consonants (continued)

1. The Blend Race playing board may be used with small groups of children as a chart to reinforce learning of sounds and symbols of initial consonants blends. Children pronounce the picture names and points out the two letters that make the initial sound.

blanket clown flashlight globe
blocks clock flowers gloves

Use these blends on several charts.

bl cl fl gl pl sl

br cr dr fr gr pr tr

sc sk sm sn sp st sw

2. Make out study sheets with several of the blends from above for the student to do on their own. They can be used several ways in the classroom.

Pictures from anything mounted on charts.

Textbooks

Old workbooks

1 b. Simple endings

1. Have children to look up and list all words in a story they have read in class with the following endings:

al, aw, ay, oa, oi, ow, and oy.

2. Have students to make a list of words that end in 1 to which - ing - ed -er - est, or y may be added to form new words. Make new words by adding these endings. Note that the e must be dropped in adding these.

Teacher can make up, Use textbook, old workbooks and let students make up in class

SKILLS

ACTIVITIES

MATERIALS - REFERENCE - EQUIPMENT

2. Consonant blends

1. On the line at the end of each group of letters below, write one of the following numbers. Write 1 if the group is a consonant blend, or write 2 if it is a consonant digraph.

ck ____
pl ____
pr ____
sm ____
wh ____
gh ____
gu ____
sk ____
th ____
tch ____
qu ____
dw ____
tr ____
squ ____
ch ____
spr ____
ph ____
tw ____

2. Consonant blends and digraphs may be found at the beginning, at the end, or in the middle of words. In each of the following rows of words, look for the blends and the digraphs. Draw a circle around each blend or digraph that you find in these words.

stolen
metal
grasp
task
inches
bother
describe
attack
library
stung
instant
ghost
spirit
asking
torch
thin
scramble
scout
brick
gang
scientist
tough
respect
skull
cheerful
north
scared
ticket
bark
coal

Ditto paper

Select material from workbook, textbooks or make up.

SKILLS

B. Vowels
a. To identify vowels

ACTIVITIES

THE JIFFY

Jiffy I: Convienience Accessories:

Thick durable cardboard; enamel or cover the cardboard with chintz or contact paper and reinforce edges with clear tape. One large envelope to hold cards or a small box or plastic container; Three metal cup hooks; colored tagboard cards punched at the top (3"-2")

DIRECTIONS. Paste card A on the cardboard.

Card A: Find the number of vowels in each word. Use the cards to place them through the proper hook.

KATTMEGER'S 5th Grade List

ran
lead
below
side
leave
pony
height

badly
pay
penny
free
fresh
strong
radio

rainfall
wing
tumble
turkey
muscle
seaport
damp

mist
gray
heart
circle
heavy
fast
square

MATERIALS - REFERENCE - EQUIPMENT

Thick cardboard
enamel, chintz or contact
paper.
one large envelope
cards or small box
3 metal cup hooks
colored tagboard

b. To provide furtherrexperience in reinforcing the language and short vowel sounds

CARD A: Procedure - Screw hook in the center of the styrafoam circle.

Type these directions on Card A.

Here are some words:
Some words have short-vowel sounds.
Some words have long vowel sounds.
Put them where they belong.

3 white styrofoam circles,
6 inches in diameter;
3 screw-up hooks; straight pins;
1 clear plastic shoe box,
(to hold the circles);
40(2"-2") colored tagboard cards;
1 small plastic Baggie to hold cards;
4 large tagboard cards to pin to the
styrofoam circles; colored
construction paper or lightweight
tagboard

SKILLS

ACTIVITIES

MATERIALS - REFERENCE - EQUIPMENT

CARD A: (continued)

Tape the directions inside the shoe box, using the invisible mending tape.
Type the directions for each of the three styrofoam circles on light-colored construction paper. Glue onto the darker tagboard. Using the pins, pin the directions just above the hook.
Type these words on light construction paper and paste to the 2"-2" paper punched cards.

fox
stop
drop
robin
clothes
coal
stone

knew
threw
grocery
pond
flock
sacks
slow

arose
hot
yonder
stone
crow
whole
gone

C. Syllabication

Game With Syllables:
How to play.

1. One large card is given to each player.
2. Each player starts his turn by spinning the top. The top, at rest, will indicate a number from 1 to 4.
3. Player must find on his card a picture whose name has the same number of syllables as the number indicated on the top.
4. Player pronounces the name of the picture with clear enunciation but not undue emphasis of the syllabication.
5. Player then places marker on picture.
6. A penalty may be imposed for mispronunciation or missyllabication. The player could lose his turn, or he could be required to spin the top a second time.

Eight large cards, with 16 pictures whose names have varied numbers of syllables.

Four-sided top with sides numbered from 1 to 4.

Supply of 16 markers for each large card used.

SKILLS	ACTIVITIES	MATERIALS - REFERENCE - EQUIPMENT
C. Syllabication (continued)	7. If all pictures on the player's card whose names contain the number of syllables indicated by the number on the top have already been covered, the turn passes to the next player. 8. The player who first covers all the pictures on his card wins the game.	Textbooks, workbook, old books English Reading Social Studies Spelling Make flash cards putting the word on one side and the syllables and accents on the other. With this the students can work on their own or in pairs. They have a self-teaching device with this game.
1. Dividing by syllables	1. Rewrite the following words, dividing them into syllables. Place an accent mark after the accented syllables. battalion, machine, microphone florist, increasing, electricity latitude, accommodate, certificate	Make study sheets listing words and leaving space for the students to write in the syllables and accents. Ditto Paper

SKILLS

ACTIVITIES

MATERIALS - REFERENCE - EQUIPMENT

1. Dividing by syllables (continued)

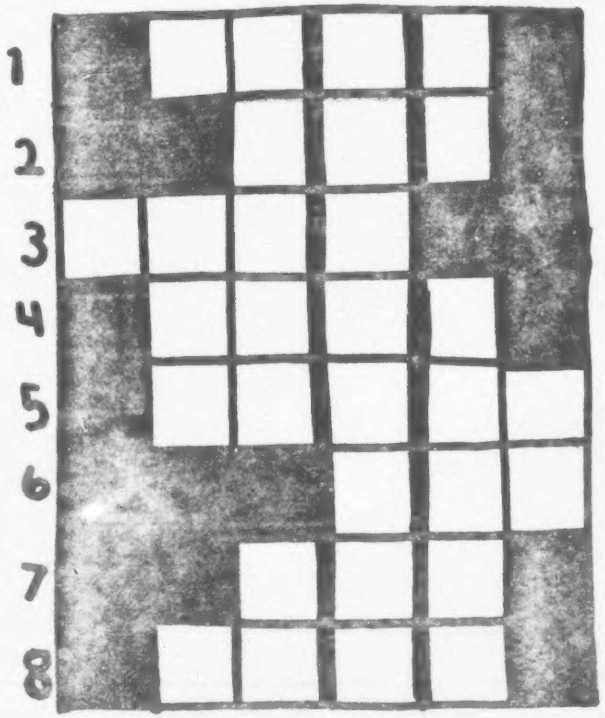
2. SURPRISE PARTY

The secret agents are having a party for the Chief. They want to surprise him with his favorite food. Can you figure out the surprise? DIRECTIONS TO SOLVE THE PUZZLE: Fill in the puzzle with the correct syllables from the list of words. Then read down the code line for the message.

Mimeographed copies

1. protect ________ second syllable
2. sudden ________ first syllable
3. slipper ________ first syllable
4. office ________ second syllable
5. teacher ________ first syllable
6. basket ________ second syllable
7. number ________ second syllable
8. passing ________ first syllable

SURPRISE: ____________________



SKILLS

2. Suffixes and Prefixes are syllables

ACTIVITIES

1. In the following list of words containing suffixes, the root words were changed before suffixes were added. Draw a circle around the suffix in the first word. On the line after the word, write the number of one of the statements at the right. This will explain the change made in the root word. Do the same with each word in this group.

1. The final e was dropped.
2. The final consonant was doubled.
3. The vowel y at the end of the word was changed to i.

believable ______
dripping ______
shrugged ______
natural ______
steadily ______

enemies ______
frozen ______
winners ______
studied ______
announcer ______

2. Add a suffix to each of the root words below. Write the words you form on the lines beside the root words. Use these suffixes.

y es th ful ly teen
n ness

crank ______
actual ______
tomato ______
six ______

four ______
knew ______
peace ______
sick ______

3. Draw a circle around the prefix or the suffix in each of these words.

unless
canoes
eagerly
armed
repay
frontier

beaming
freedom
become
enclose
already
statement

MATERIALS - REFERENCE - EQUIPMENT

Mimeographed sheets
workbooks
duplicating masters
with basal readers

SKILLS

ACTIVITIES

MATERIALS - REFERENCE - EQUIPMENT

2. Suffixes and prefixes (continued)

4. Draw a line under the root word in each of the following words.

artist	childhood
backward	discovered
sharpening	shedding
nonsense	awake
encourage	disappear
reminded	apartment

5. Add a prefix to each of the root words below. Write the words you form on the lines beside the root words. Use these prefixes.

a en mis re dis
un be al

bread ____________	place ____________
courage ____________	low ____________
joy ____________	move ____________
fasten ____________	though ____________

D. Accents

1. Knowing a base word helps you understand the meaning of derived words. In each of the following groups of sentences, underline the words that are derived from the same word. Then on the first blank at the right of each sentence, if a word has more than one syllable, rewrite the word by syllables and place the accent. Finally, on the second blank, indicate the role the word plays in the sentence by writing N for noun; A for adjective; V for verb; and ADV for adverb. If you are not sure, consult a dictionary.

These can be found in English, Reading and Spelling workbooks.

SKILLS

ACTIVITIES

MATERIALS - REFERENCE - EQUIPMENT

D. Accents
(continued)

1. It was a tense moment in the game.
______ A

Everyone felt the tension.
ten'sion N

We watched the last play tensely.
tense'ly ADV

2. Jane moved in a hypnotic trance.
hyp not'ic A

The hypnotist watched her carefully.
hyp'no tist N

3. An earthquake can convulse the land.
con vulse' V

Bob had a convulsion.
con vul'sion N

2. Write the words below, dividing them into syllables and marking the accents.

allegiance
among
graduation
interest

peculiar
principal
extraorinary
swimming

orchestra
acknowledge
conclusion
international

character
arrangement
contrary
temperature

audience
kindergarten
busy
bacteria

SKILLS

D. Accents
(continued)

ACTIVITIES

2. al le' giance
a mong'
gra du a' tion
in' ter est
pe cul' iar
prin' ci pal
ex traor' di nar y
ar range' ment
tem' per a ture
au' di ence
swim' ming
or' ches tra
ac knowl' edge
con clu' sion
in ter na' tion al
char' ac ter
con' trar y
kin' der gar ten
bac ter' i a
bus' y

__Procedure:__ As a motivator, place a cardboard display near the game. Type this on the cardboard display:

ACCENTS ON SYLLABLE:

If you wish to say a word correctly, you must know on which syllable the accent is placed. The accented syllable is the syllable that we speak with the most force. In a dictionary this is shown by the use of the accent mark.

CARD A: Which syllable is accented? Mark it.
__Sample Game:__ Color scheme: Box, turquoise enamel; face card, dusty pink;

Using a black felt tip pen, print these words or words from your own list on the enameled tongue depressors.

de sire
re mark
be tween
u nit
re fresh
broth er
un can ny
both er

MATERIALS - REFERENCE - EQUIPMENT

1 cardboard box or an enameled cigar box; Card A for directions; plastic clothespins; tongue depressor (undercoated and enameled)

SKILLS

E. Possessives

ACTIVITIES

Show the possessive form of a singular noun or a plural noun that does not end in s by adding an apostrophe and s. Show the possessive form of a plural noun that ends in s by placing an apostrophe after the s.

1. Each of the phrases in the first column can be expressed by one of the words in the second column. Write the letter of the correct word before each phrase.

1. of the boys	a. sisters'
2. of the lady	b. ladies'
3. of my father	c. lady's
4. of my sisters	d. teachers'
5. of the teachers	e. girl's
6. of the babies	f. boys'
7. of the dog	g. sister's
8. of the girl	h. father's
9. of the ladies	i. babies'
10. of my sister	j. dog's

2. The nouns in parentheses in each of these sentences are in the possessive form. Only one of the nouns is correct. Cross out the incorrect possessive noun.

1. Helen tried on that (lady's, ladies') hat.
2. That is my (teacher's, teachers') car.
3. The parking lot is for all the (teacher's, teachers') cars.
4. My three (sister's, sisters') homework was done.
5. All of my youngest (brother's, brothers') friends were at the party.

MATERIALS - REFERENCE - EQUIPMENT

From- "Practice for Using Good English"

Workbooks
mimeographed copies.

SKILLS

ACTIVITIES

MATERIALS - REFERENCE - EQUIPMENT

E. Possessives
(continued)

6. My Grandmother Smith is my (mother's, mothers') mother.
7. My little (dog's, dogs') collar was too large.
8. My two (brother's, brothers') birthdays are in March.
9. The (Children's, Childrens') Theater opened Monday.
10. The (Men's, Mens's) Club put on the school fair.

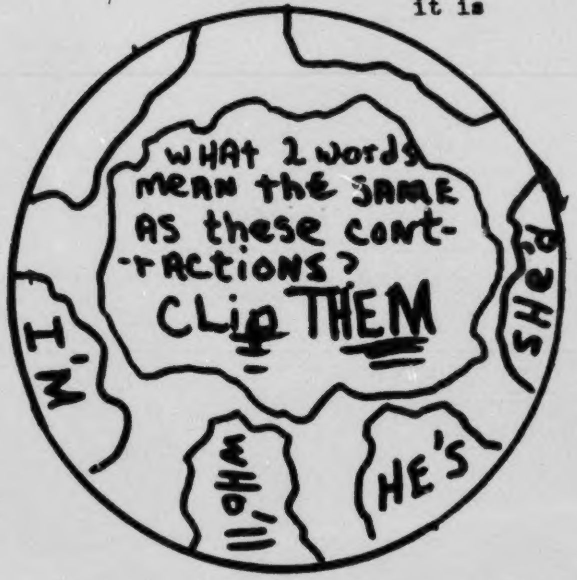
F. Contractions

1. SHIFTABLE - Game
Object: To develop skill in using contractions.

On card to be clipped.

she would
I will
who will
you should
we will
They are

he is
would not
they have
they would
she is
it is


WHAt 2 words mean the SAME AS these cont-ractions? CLip THEM
I'M
WHO'll
HE'S
SHE'd

Poster paper and felt markers.

SKILLS

ACTIVITIES

MATERIALS - REFERENCE - EQUIPMENT

F. Contractions
(continued)

2. On ditto paper put the following.
DIRECTION: Put an apostrophe in each of these contractions to show where one or more letters have been omitted.

cant
weret
wouldnt
theres
whos

theyre
its
doesnt
youre
theyll

didnt
isnt
Ive
were
theyve

Ditto paper
The teacher can make these up or take from workbooks.

To develop skill in using contractions

3. The Pizza Contraction

Pizzas may be cut from packing box cardboard or brought from a pizzeria for a nominal price. Smaller size hot pad disks may be used. Wooden clothespins; plastic container or enameled box (a cigar box is excellent)for cards; white under coat; glossy enamel.

Cut 3"-2" tagboard cards. The size of the cards may vary. CARD A is the direction card. CARD B are gluded inside the disk. CARDS C are attached to the wooden clothespins.

she'd — she would
they've — they have
we'll — we will
I'm — I am
he's — he is
you'd — you would

Duplicating Masters
textbook
English Workbooks
cardboard
wooden clothespins
plastic containers
or cigar box
enamel

SKILLS

G. Dictionary Skills

ACTIVITIES

1. First underline the key word or words in the questions below the index. Then, from the index, write the page or pages where you might find the information needed. A dash between two numerals means that you will find information on the two pages listed and on each page in between. A comma between two numerals means that you will find information only on the pages listed.

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MATERIALS - REFERENCE - EQUIPMENT

Reading Textbook and workbook "Seven Seas"

mimeographed copies

SKILLS

ACTIVITIES

MATERIALS - REFERENCE - EQUIPMENT

G. Dictionary Skills (continued)

2. The five gentlemen in this story greeted Milo by using five synonyms: Greetings, Salutations, Welcome, Good Afternoon, and Hello.

From the following list of words, choose four synonyms for the first four numbered words on the left. For each remaining numbered word, choose three synonyms. Five words are listed that you will not use. If necessary consult a dictionary.

faint-hearted
disinterested
successfully
overwrought
unpleasant
tremendous

ungraceful
electrify
available
lumbersome
sorrowful
customary
preplex
fasten
normal
arouse
cross
unite

stimulate
bungling
monarch
suitable
anguished
fatigued
loose
tired
handy
join
bold
shy

caressed
enormous
bewilder
careworn
gigantic
distract

dumfound
grieved
general
bashful
awkward
peevish

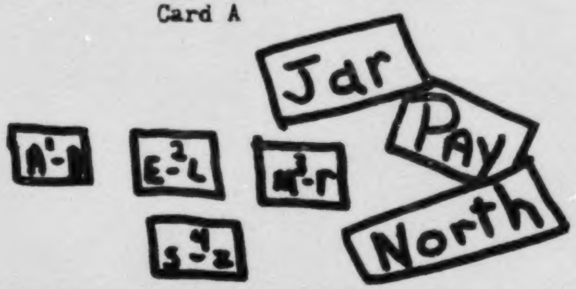
1. confuse	bewilder	distract
	dumfound	perplex
2. clumsy	lumbersome	bungling
	awkward	ungraceful
3. distressed	overwrought	anguished
	grieved	sorrowful

SKILLS

G. Dictionary Skills
(continued)

ACTIVITIES

3. PROCEDURE: Type these directions on Card A



On these cards type these words or words from a list of your own:

jar
pay
north
zoo

easy
help
near
gate

windmills
iron
early
farmer

4. Draw a vertical line through these words to show the division of syllables. Use your dictionary to help you.

1. cabaret
2. cackle
3. cajolery
4. cheetah
5. dandelion
6. deflation
7. detachable
8. disciplinary
9. everlasting
10. frontiersman
11. gorgeous
12. headquarters
13. infringement
14. ingenious
15. meticulous
16. parliamentary
17. personality
18. rendition
19. sanguinary
20. silhouette

MATERIALS - REFERENCE - EQUIPMENT

Bright colored flannel pockets; oak tag cards, large enough to fit the flannel pockets; and 1 small box to hold cards.

"Practice for Using Good English"

SKILLS

G. Dictionary Skills
(continued)

ACTIVITIES

5. Before each sentence write the letter of the best definition of the word that are underlined. If you need help, refer to your dictionary.

1. She cast a spell on the prince.
2. Can you spell gopher?
3. He took a spell at digging.
4. He has spells of forgetfulness.
5. The ship was strengthened with new beams.
6. The ship was fifty feet at the beam.
7. The old lady beamed at the child.
8. A kitten played in beams from the sun.

a. give the letters of a word in order
b. a period of work
c. a period of time
d. word or words having magic power
e. smiled
f. rays of light
g. the widest part of a ship
h. large, long pieces of timber

MATERIALS - REFERENCE - EQUIPMENT

"Practice for Using Good English"
ditto paper

6. Arrange the following words in alphabetical order to the first letter.

carpenter
geologist
engineer
janitor

harpist
doctor
aviator
mechanic
instructor

farmer
banker
nurse
lawyer
king

"Keys to Good Languge"
ditto paper

7. Arrange the following words in alphabetical order to the second letter.

giraffe
gondola
gallon
geography

grain
glacier
ghost
guess

SKILLS | ACTIVITIES | MATERIALS - REFERENCE - EQUIPMENT

G. Dictionary Skills
(continued)

8. Arrange the following words in alphabetical order to the third letter.

eastern each
eagle eaves
eat earth

9. Arrange the following words in alphabetical order to the fourth letter.

bandit banana
banjo banner
banquet banish

"Keys to Good Languge"

ditto paper

III Comprehension
A. Outlining
1. Note taking

Introduction:

Perceiving relationships

The ability to perceive relationships between ideas, between events, between stories, for example, is a thinking skill basic to full interpretation, to integration of ideas obtained from various sources, and to summarizing and organizing ideas. The techniques suggested below will help strengthen the ability to note various types of relationships -- time and sequence, exercises 1 to 3; cause-effect, 4 to 6.

1. To direct attention to the sequence of events in a story, have pupils review the story action, using such words as first, then, next, after that, finally in brief sentences. Then have them skim the story to note words or phrases that cue the reader to the time when certain events occurred and how long a period of time the story events cover.
2. Select a story for retelling in which there is a good deal of simultaneous action or overlapping events. Note children's use of such expressions as at the same time, while, as soon as, then, which indicate a grasp of time relationships.

Making Notes

Write the title of the article , paragraph, or story that you are reading.

List the main ideas after you have read the material rapidly. Use Arabic numbers before the main ideas. Leave several spaces below each main idea for the littleideas.

Reread the material carefully. List the little ideas that tell more about each of the main ideas.

List any important details that give you more information about the little ideas.

SKILLS

III Comprehension
(continued)

ACTIVITIES

Perceiving Relationships

3. Recall an incident in a story that has just been read and ask pupils to tell what happened just before and just after the incident. You might also use this same procedure with a picture in the story, or a story character's comment, or a description of your visual image of a particular event or scene.
4. During the discussion of a story that the group has just read, ask "why" questions to bring out important cause-effect relationships. Ask, for example, why various story characters thought, behaved, and reacted as they did. Encourage children to give their answers in complete sentences that use the word because. Then ask pupils to find passages in the story that support their answers.
5. Ask children to tell why a particular story turned out the way it did. Then suggest another event in place of one of the major events or another emotional reaction on the part of the major character and have pupils tell how the change would have made the story different.
6. Tell pupils that sometimes we can understand why one action follows from another in a story even though the text doesn't tell us why. Sometimes we can even join two sentences together with the word because to show that one tells what happened and the other tells why it happened and the other tells why it happened. Write pairs of sentences from a story the children have read and encourage them to put the ideas of the sentences together in one sentence containing the word because.

MATERIALS - REFERENCE - EQUIPMENT

Making an Outline

1. Use a Roman numeral before each main idea, or main topic.
2. Place a period after each Roman numeral.
3. Use capital letters before each idea, or subtopic.
4. Place a period after each capital letter.
5. Indent the subtopics three spaces under the main topics. Keep the subtopics under one another.
6. Use an Arabic numeral followed by a period each important detail under the subtopics.
7. Indent the important details three spces under the subtopics. Keep the details under one another.
8. Begin the first word of each main topic, each subtopic, and each important detail with a capital letter.
9. Begin all main topics with the same kind of word, all subtopics with the same kind of word, and all important details with the same kind of word.

SKILLS

ACTIVITIES

MATERIALS - REFERENCE - EQUIPMENT

III Comprehension
(continued)

AIM: To show the organization of material in outline form

ORGANIZING INFORMATION

Procedure: Stress that subheads must be included under the general heading to which they are closely related.

The following outline for a report is incomplete. Copy the following subheads in the spaces under the appropriate general heading.

Thermometer measures temperature
Cumulous clouds are puffy and white
Hot air rises
All forms of precipition are water
Nimbus clouds are dark, gray rain clouds
Direct rays of the sun are hottest
Stratus are flat layer clouds
Direct rays of the sun cause summer
An anemometer measures wind speed
Cirrus are delicate ice clouds

WEATHER

Note: Subheads may appear in any order below the general heading.

I. The sun affects weather
  A. The sun heats the earth
  B. Direct rays of the sun are hottest
  C. Direct rays of the sun cause summer
II. Air affects the weather
  A. Wind is air in motion
  B. Air has pressure
  C. Hot air rises
III. Water affects the weather
  A. Humidity is the amount of water in the air.
  B. Water causes fog
  C. All forms of precipitation are water
IV. There are four types of clouds
  A. Cumulous clouds are puffy and white
  B. Nimbus clouds are dark, gray rain clouds
  C. Stratus are flat layer clouds
  D. Cirrus are delicate ice clouds

SKILLS	ACTIVITIES	MATERIALS - REFERENCE - EQUIPMENT
III. Comprehension (continued)	WEATHER V. There are instruments for measuring weather conditions A. A barometer measures air pressure B. A thermometer measures temperature C. An anemometer measures wind speed	Mimeographed copies workbooks Teachers manuals to basal readers
2. Sequence of Ideas and Events	1. Directions: From school to various places in the community. 2. Making a simple object, cooking. 3. Playing a new game. 4. Tell the story in reading using several pupils 5. Arrange statements in order. 6. Write paragraphs, stories in correct sequence.	

Number the sentences below in the order in which they happened.

____ Fred was the first one in the group to reach the top of the mountain.

____ Jeff and his friends slowly climbed up the mountain.

____ They discovered the climb down was more difficult than the climb up.

____ Jeff and his friends waved good-by to Aunt Helen.

___ It was time to begin the climb down.

7. Read the paragraph below. The sentences tell a story. However, they are not arranged in their correct order. Write the sentences below in their correct order.

Carol was the first of the group to change into her bathing suit. Aunt Helen suggested they go swimming before eating dinner. Jeff and his friends were very warm and tired when they returned to Aunt Helen's after their climb. Soon Carol was joined by the others. Upon hearing Aunt Helen's suggestions, they ran to change into their bathing suits.

SKILLS	ACTIVITIES	MATERIALS - REFERENCE - EQUIPMENT
2. Sequence of Ideas and Events (continued)	IT HAPPENED LIKE THIS Purpose: To help children learn to redognize a sequence of events Directions: The children are to arrange the cards in the correct order in which the events happened. Among the things which the cards could have on them are dates of historical events, processes, steps in manufacture of products, happenings, or others decided by the teacher and the class. To check the answer each card has a small number on the back to indicate its correct placements in the series. The pupil with the greatest numbe of correct answers is the winner. Adapations: (1) This game could also be used in science. (2) Children could make the cards to be used. (3) As children gain experience, a greater number of cards could be used. Cautions: (1) Change the series and add to them as children's progress indicates. (2) Have from fifteen to twenty series of cards so that the game will be long enough to be interesting.	Players: Two or more several series of cards with a sentence or several sentences on each of them.
3. Skimming a. Locating facts and details	Explain that in skimming we watch for a key word, title, heading, phrase, sentence. Begin by using an easy story or poem in reader. Use as needed in class discussions from other texts. SKIMMING NEWS STORIES Mrs. Randall's pupils read newspapers to find examples of good news stories. They planned to tell about the interesting news stories that they found. While Dean was looking through a newspaper, he saw a headline that looked exciting. It said:	Similiar sources may be taken from Newspapers, Weekly readers and magazines

SKILLS | ACTIVITIES | MATERIALS - REFERENCE - EQUIPMENT

3. Skimming
(continued)

"Old Sunken ship Found with Treasure Aboard"

As Dean read it, he thought of these questions:

1. WHAT ship had been found?
2. WHO found the ship?
3. WHEN had the ship been sunk?
4. WHERE had the ship been found?
5. HOW or WHY was the ship found?

Dean wondered if the news story answered his questions. He decided to glance quickly through the news story until he saw Key words that might suggest answers to his questions. This kind of reading is called Skimming.

"Old Sunken Ship Found with Treasure Aboard"

Correspondents in Florida reported today the discovery of an old Spanish-galleon treasure ship. Divers found the ship off the coast of Miami.

The reporters said the discovery was made by a salvage team that had been serching the waters for the past three months.

The wreck of the galleon was reported buried in the sand about two miles off the coast of Miami Beach.

When the ship sank hundreds of years ago, it was supposed to be carrying millions of dollars worth of gems and coins.

Salvage work will begin in May and should soon tell if the ship holds any treasure.

BE READY TO DISCUSS YOUR ANSWERS TO DEAN'S QUESTIONS
ABOUT THE SUNKEN SHIP.

Similiar sources may be taken from Newspapers, Weekly readers and magazines

SKILLS	ACTIVITIES	MATERIALS - REFERENCE - EQUIPMENT
b. Selecting and rejecting materials	SKIMMING is a way of reading to find answers to questions rapidly. When you skim, your eyes move rapidly over a page looking for certain words or ideas. It is helpful in skimming to look first for the important words or guide words in the questions which will help you find the answers in the story. Very often these same words are in the story you are skimming.	Class or class groups may enjoy asking a question about a famous person. Use reference books to skim for answer.
4. Main ideas of paragraphs	1. ALVIN'S SECRET CODE As you read the following essay, think of the main idea of each paragraph. Then write the main idea on the blanks below. Finally, complete the sentences at the bottom of the page.	English, Social Studies may be used for main ideas as well as Reading texts.

CODES

A code, a special arrangement of symbols or signals which convey a message, has several purposes. One purpose of a code is to keep a message secret. Another purpose of a code is to keep a message brief--one letter may mean a whole word, a word may represent a sentence.

Codes have many uses. Military services use codes to send messages which are important to their country's defense. Only certain trusted persons who know these military secrets. Businessmen often use codes to keep records of information such as when and where merchandise was purchased, how and where it was made, and the wholesale and retail prices. Clubs and other organizations often use codes to protect their secrets.

The Indians used smoke signals, a form of code, which you had to understand in order to read the message. The Navy uses flags to relay messages from one ship to another. The Morse code is a system of dots and dashes used to send messages over telegraph instruments.

SKILLS

4. Main ideas of paragraphs (continued)

ACTIVITIES

Persons who use codes work in one of two ways. They may decode or encode a message. The person who decodes studies the message written in code to see if he can figure out how the code works, Once he understands the system he can translate any message using that particular code. Each new code must be interpreted separately. Decoding messages takes careful, painstaking study. The person who encodes a message may use a prepared code that the receiver understands, or he may make up a new code that will confuse strangers or enemies who might attempt to decipher the message.

1. Purposes of codes
2. Uses of codes
3. Kinds of codes
4. Workingwith codes

5. Two purposes of codes are to keep a message secret & brief
6. Three groups of people who use codes are; military services clubs and businessmen
7. Three examples of codes are smoke signals flags and Morse Code
8. Two processes for working with codes are; decoding and encoding.

2. Games Stressing Higher Level Skills

Purpose: To provide practice in skimming

Directions: Each player needs a copy of the same issue of a newspaper. Choose a certain page to be used. The player who is IT looks at the page by himself and selects a news item that he will act out. While he is enacting the chosen item, other players look at the newspaper page and try to identify the news article.

MATERIALS - REFERENCE - EQUIPMENT

Two or more players.
Several copies of a newspaper

SKILLS	ACTIVITIES	MATERIALS - REFERENCE - EQUIPMENT
4. Main ideas of paragraphs (continued)	2. Games Stressing Higher Level Skills Adaptations: A team may act out a news item. Cautions: Slow readers may become discouraged due to the difficult reading material. This game could be made easier by using newspapers which are specially published for elementary school children at various reading levels.	
5. Interpreting characters' feelings	RECOGNIZING EMOTIONAL REACTIONS If reading is to be an experience that enriches the life of the child now and in the years to come, he must appreciate the way story characters feel and understand the motives for their behavior. When pupils identify themselves with a character in the story, understand what kind of person he is and why he reacts as he does in a given situation, they are really "living the story". If pupils do not live the story, reading becomes merely a tool for fact-getting, not the living experience that it can be. 1, The dramatization of any familiar story will afford an excellent opportunity for children to identify themselves with story characters and to "live" a story. For the most effective portrayal, discuss the story by reviewing the events to be portrayed, the characters needed, so on. You will want to talk over the emotional reactions of each character in the various situations and help the "actors" decide how best to convey these reactions—by facial expressions, postures, tone of voice.	Stories from basal readers, literature, or library books

SKILLS ACTIVITIES MATERIALS - REFERENCE - EQUIPMENT

5. Interpreting characters' feelings (continued)

2. You might narrate brief episodes that could possibly happen to the children themselves and then have them tell how they would feel in that situation. Suggest that they demonstrate their feelings by facial expression, action, and possible remarks. For example, you might say, "It is the middle of the night, and everyone in your house is asleep. Suddenly you are awakened by a loud banging sound! How do you think you would feel? Would you say anything? What might you say? What might you do?"

3. After a story has been read under guidance, go back with children for a brief review of the events and a discussion of how the characters felt in each specific situation. Have youngsters point out specific clues in the text that helped them know how each person felt and talked. Then let various children experiment with reading the conversations, trying to show by the tone of their voices and emphasis on certain words just how the character was reacting.
4. Show an action picture from a magazine or newspaper and encourage children to tell what they think is taking place, how they think each character feels, and why they think the characters feel as they do. Then have children probable conversation.
5. Read aloud a passage that involes strong emotional tones. Ask children to suggest words or phrases that describe the character's feelings, and write their suggestions on the board. Then point out that often authors use such words to give the reader a clue to how a character feels.

SKILLS ACTIVITIES MATERIALS - REFERENCE - EQUIPMENT

5. Interpreting characters' feelings (continued)

6. Have children turn to a story they have read, and call attention to a specific part. Have each sentence read aloud, one at a time, and talk about the descriptive terms, action words, and adverbial expressions of manner that help convey not only what the characters did and how they looked, felt, and talked but how they showed their feelings.

7. List on the board words and phrases— taken from a story the children have just read— that describe emotional reactions of the characters. Ask pupils to tell which story character experienced each emotional reaction and why. Encourage pupils to refer to specific passages in the story to support their viewpoints.

8. Read in a monotone dramatic bits of conversation from a familiar story. Ask if the story character would have spoken that way. Discuss how the story character felt when he spoke, what facial expressions and what gestures he might have used. Then have children read the conversation as they think the story character would have sounded. Encourage use of facial expressions and pantomime in the reading.

9. After children have read a story, comment that it contains many words that tell us how the characters felt as they spoke. Suggest that children skim rapidly through the pages to find words that are used instead of said to give the reader a clue to the way a story character felt. Then have children try reading a few of the remarks from the story in the light of these clues.

SKILLS

6. Topic sentences

ACTIVITIES

The topic sentence states the topic which might be thought of as the subject or main idea of the paragraph. All other sentences in the paragraph relate to this topic.

Swallows of San Juan Capistrano

Read the following selection.

1. The mission of San Juan Capistrano was established in 1776. This was the year that the Declaration of Independence was signed in the eastern part of the United States. The site of the mission was a sheltered valley close to the sea, where wild grapes grew in abundance.
2. The first church at the mission was a small adobe chapel, often referred to as Father Serra's church. Father Serra was one of the padres (pa'draz), or priests, who founded the mission. He gained the friendship of the Indians by giving them presents of beads and other trinkets. Under his direction the Indians built the chapel which still stands and which is the oldest church in California.
3. The plan of the mission buildings was distinctly Spanish. The buildings were grouped in the form of an open rectangle with a lovely garden, or patio, in the center. Around the patio were the arched cloisters, or covered walks. The buildings included the church; the cells, or small rooms, where the padres lived; a school for the Indians; living quarters for the mission inhabitants; guest rooms for travelers; workshops where things needed for the mission could be made; a kitchen; and a general dining room.

MATERIALS - REFERENCE - EQUIPMENT

To clench this fact it is a good idea to refer to or find the topic sentence of one or more paragraphs in same text quite often.

Basal readers
Social Studies
Literature

SKILLS | ACTIVITIES | MATERIALS - REFERENCE - EQUIPMENT

6. Topic sentences (continued)

4. As time went by, the padres decided that a new and more beautiful church should be built. Indians, young and old, joined in carrying stone from a distant quarry and helped in constucting the church. Nine years passed before the church with its six rounded towers was completed. On top of the highest tower was a gilded cock which served as a weather vane. During the next six years the fame of this beautiful church spread throughout California.
5. Then came the earthquake of 1812. The quake toppled the walls and towers and left the church a ruin. The Indians fled from the place in terror. The padres finally induced the Indians to return. The other buildings at the mission were restored, but the church was never rebuilt.
6, Under the direction of the padres, the Indians learned to weave woolen carpets and blankets and to make soap in large vats. They learned to tan hides and make fine leather which was then fashioned into boots and shoes and fine saddles. Some of the tanned hides were stretched over frames and made into chairs and beds. Animal fat was melted in huge caldrons and made into tallow to be used in molding candles and for many other purposes. The more than one thousand Indians who lived at the mission in its most successful days learned to make, in the mission workshops, almost everything needed by themselves and the padres.

SKILLS | ACTIVITIES | MATERIALS - REFERENCE - EQUIPMENT

6. Topic sentences (continued)

7. The thing for which the mission was most famous was its cattle. The first animals came from Mexico. As years passed, these cattle grew into immense herds which roamed half-wild through the valley. Every year a round-up was held. The young animals were branded with the mission brand, and cattle with a different brand were separated from the herd and returned to their owners.

8. Today the mission of San Juan Capistrano has a great attraction for tourists. Hundreds of tourists wander through the gardens, the buildings, and the arched cloisters. On St. Joseph's Day (March 19) throngs of people gather to watch the swallows return from the sea. On St. John's Day (October 23) other throungs come to watch the same birds wing their way southward for the winter.

In each paragraph in the above selection draw a line under the topic sentence. It may not always be the first sentence.

* On the lines below write a short sentence, using no extra words, giving the main idea for each paragraph in the selection.

1. The mission was begun in 1776
2. The first church was a chapel
3. The plan of the mission was Spanish.
4. Another larger church was built.
5. An earthquake ruined the mission.
6. The Indians learned to make many things.
7. The mission was famous for its cattle.
8. Today the mission attracts tourists.

* answers may vary

SKILLS	ACTIVITIES	MATERIALS - REFERENCE - EQUIPMENT
E. Following directions	NORTH, SOUTH, EAST AND WEST Purpose: To give children practice in reading and following directions Directions: The direction sheets will say, "Write North at the top of your paper, East to the right, South at the bottom and West to the left. Place your crayon on the dot and go straight north to the side of the square and then go east to the side of the square. Now lift the crayon and place it on the dot again. Go east to the side of the square and then south to the side of the square." "Lift the crayon and place it on the dot again. Now go west to the side of the square and north to the side of the square." To have the children correct their sheets, one of them should come to the board and draw as the teacher repeats the directions. Adaptations: (1) Various designs can be made by giving different directions. (2) More able children may use such directions as southwest, northeast, etc. (3) Children could make their own drawings and tell in which directions they are going. Cautions: (1) Emphasize that north is not "up" and south is not "down". (2) Children must maintain concentration in their reading in order to play this game successfully.	Small group or class. A sheet of writing paper for each pupil with a large square in the center of it and a dot placed in the center of the square; a red crayon; a duplicated sheet of directions for each player.

SKILLS

C. Drawing conclusions

ACTIVITIES

In the following article the sideheads have been omitted. Read each paragraph carefully. Then fill in the appropriate sidehead. Choose from the following:

Travel on the canal
Building of the canal
Cost of the canal
Effect on passenger travel
Route of the canal
Effect on freight transportation

THE ERIE CANAL

Route of the canal. Overland travel was greatly improved with the building of the Erie Canal which provided a link between the Atlantic Ocean and the Great Lakes. Freight and passengers could travel up the Hudson River in eastern New York and then follow the canal westward for about 360 miles until Lake Erie was reached.

Building of the canal. The project was planned and carried through by De Witt Clinton, New York's governor. Work was begun in 1817. Construction was not easy, for part of the way led through dense forests and swamps. The workmen labored for eight years, but finally in 1825 the canal was completed.

Cost of the canal. Construction of the Erie Canal had cost the state of NewYork about $7,000,000. People scornfully called such an expensive project "Clinton's Ditch" or "Clinton's Folly." But soon dozens of canal boats were traveling the waterway. So much money was collected from tolls that the canal was paid for in four to five years. By 1882, when toll charges were abolished, the state had taken in over $121,000,000! The people who had laughed sneeringly had nothing more to say.

Travel on the canal. To move goods and people, long, narrow, brightly-painted canal boats were used. These were towed through the water by horses which walked on a path along the canal's bank. Although travel was slow, from a mile and a half to five miles an hour, the trip was more direct and faster than it would have been by other means.

MATERIALS - REFERENCE - EQUIPMENT

Mimeograph copies
Workbooks

This is only intended to be a sample. Mimeograph copies may be used.

SKILLS

ACTIVITIES

MATERIALS - REFERENCE - EQUIPMENT

C. Drawing conclusions (continued)

Effect on freight transportation. To haul a ton of freight from Buffalo to New York City by wagon cost over $100. The cost by canal boat was a mere $5.00. Because of this greatly reduced price, farmers in Ohio could now sell their products in New York at a profit. New York merchants could ship goods directly to Ohio. And because of the reduced transportation charges, the consumer could buy products for less. New York soon became the leading business city in the United States.

Effect on passenger travel The canal also encouraged the movement of settlers to the West. Hundreds of new farms were started along the route and a number of new towns grew up. The fertile Great Lakes region began filling up with settlers, thus opening this part of the West to industry and farming.

D. Reading for verification

Prove a statement true by finding and presenting material. Prove which of two answers is correct.

Implied ideas

Interpreting implied ideas

The ability to "read between the lines" is an important reading skill, both for full interpretation and for enjoyment. It is one of the abilities that distinguishes the imaginative, participating reader from the "plodder". Most youngsters can cultivate this interpretative skill, given suitable materials and the challenge of questions and discussions that carry them beyond the who-did-what level of interpretation.

1. During guided reading of a story or in a special-help situation, make children aware of what can be "read into" a single sentence as well as the necessity of often "reading between the lines."
2. Take time now and then to discuss with children the amazing amount of information that can be implied by combining careful observation of pictures with information stated in the text.

(

Ask a question on a reading subject that demands proof. Alert class to ask for proof where there is doubt.

Basal readers

Literature

SKILLS | ACTIVITIES | MATERIALS - REFERENCE - EQUIPMENT

D. Reading for verification
(continued)

Interpreting implied ideas

3. After reading a story, ask pupils to tell what kind of person they think the main character (or characters) is and to think of words to describe such a person. To support or defend their conclusions, encourage pupils to cite examples of what the character did and said, and how other story characters reacted to him.

Critical thinking

By title, illustrations, and brief summary, lead pupils to have questions in mind about story before he begins reading. This will cause him to see the significance of facts as he reads. He should learn to apply ideas and information from his personal experience to reading experience. He should also learn to evaluate qualities and character from reading about a person.

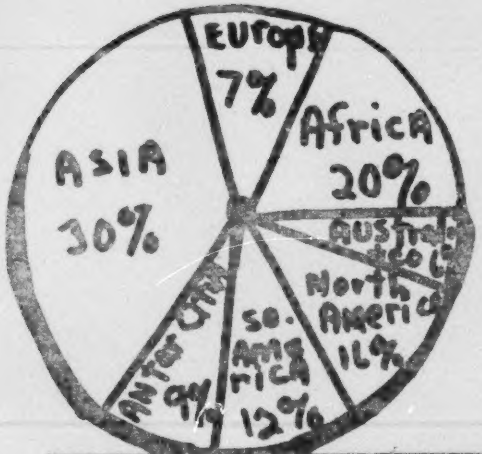
Must have questions planned for this or use teacher's manuals

E. Locating information

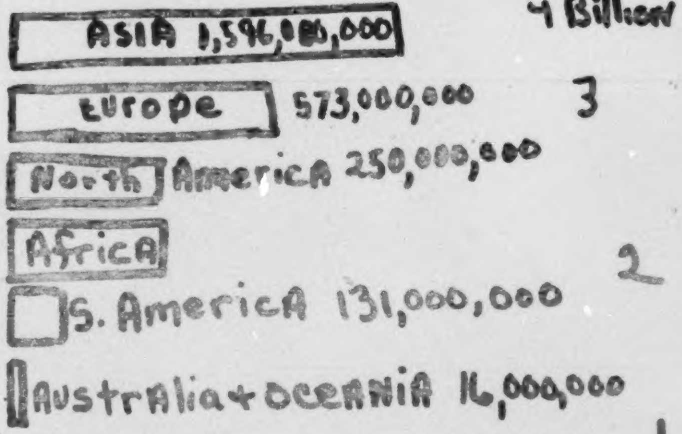
Learn the most common kinds of graphs. Practice reading these found in Math, Social Studies, and science texts. Make graphs showing Little League scores, individual spelling scores, areas, distances, others suggested by class.

Graphs

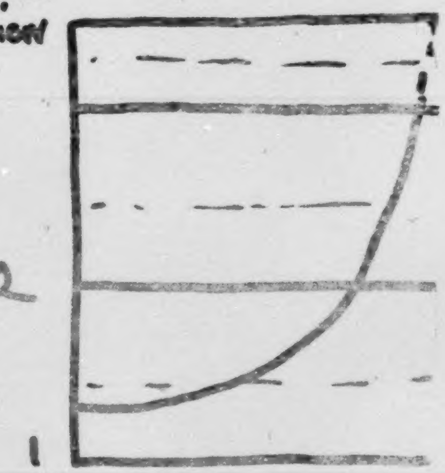
1. AREA OF CONTINENTS



POPULATION



POPULATION GROWTH



SKILLS

ACTIVITIES

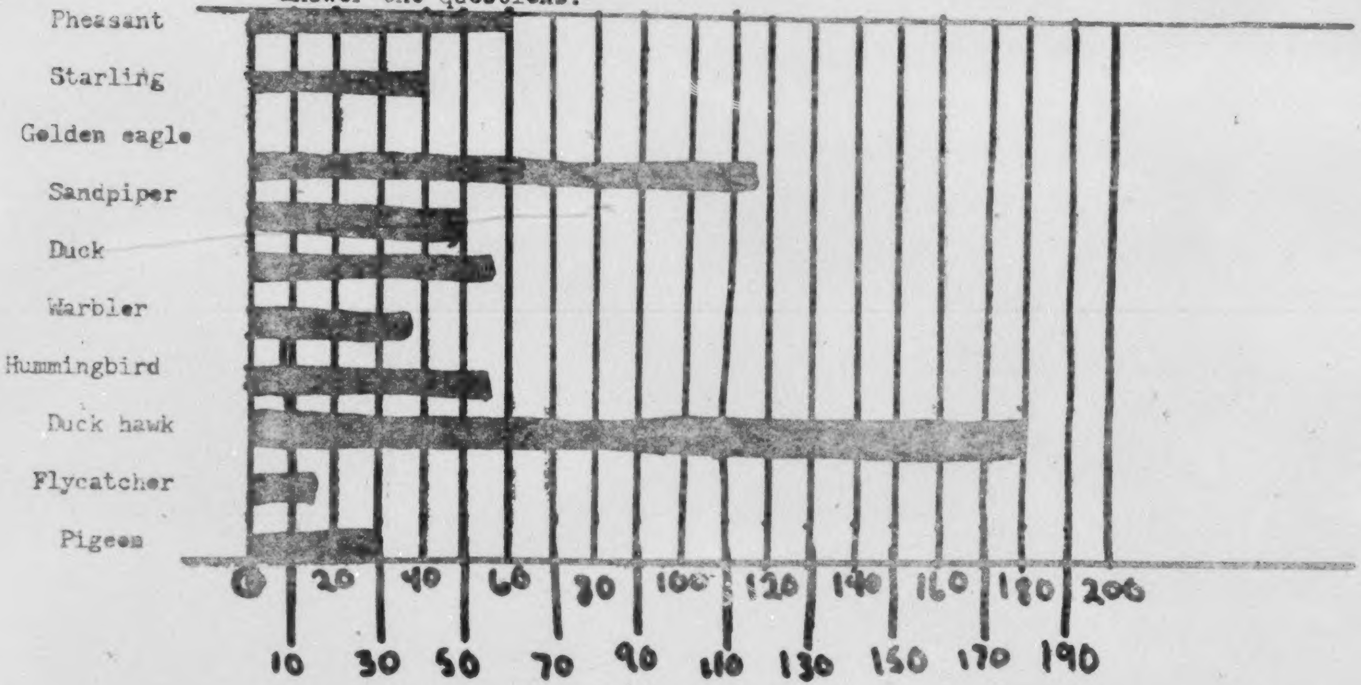
MATERIALS - REFERENCE - EQUIPMENT

E. Locating information

2. HIGHWAYS IN THE SKY

The flying speed of a bird varies according to the needs of the bird. When birds are migrating they do not fly as fast as they can. Flying at top speed for long distances would wear birds out. A bird usually flies at its greatest, or maximum, speed when it is trying to escape from an enemy or is chasing something in the air.

The bar graph below shows the maximum speed of flight for ten birds. Study the graph and answer the questions.



SKILLS	ACTIVITIES	MATERIALS - REFERENCE - EQUIPMENT
E. Locating information	2. HIGHWAYS IN THE SKY	

GREATEST SPEED IN MILES PER HOUR (mph)

1. Which of the birds listed on the graph is the fastest flier? Duck hawk
   Which is the slowest? Flycatcher
2. How many miles an hour faster can a golden eagle fly than a pheasant? 55
3. What two birds have the same maximum speed of flight? Duck, Hummingbird
4. Which bird flies one-third as fast as the duck hawk? Pheasant
5. Which bird's maximum speed is one-sixth the speed of the duck hawk? Pigeon
6. Which birds could win a race with a car that was traveling 65 miles per hour?
   Golden eagle and Duck hawk
7. What is the abbreviation for "miles per hour"?
   mph

Compass
Ruler
Typing paper
Regular graph paper
Colored crayons and pencils

Social Studies

Graphs of many various sources

1. Reference Materials in Reading

a. Maps
Reading
Interpreting in detail

In beginning the study of a continent or country maps should be used to dertermine: Size in degrees, Miles, Area, Relation to other countries. Latitude and longitude, relation to climate. Coastine, harbors-trade. Terrain, rivers, lakes. Political divisions. Population, rainfall, vegetation, products, altitudes.

Need globe, large world map and continents.
Transparencies
Films

LATITUDE OR LONGITUDE

Purpose: To check pupils' knowledge of latitude and longitude
Players: Several sets of partners
Materials: Duplicated sheets as shown in the directions
Directions: Each player is given a duplicated sheet, and the following instructions: "What do you remember about longitude and latitude? Let's find out by completing this crossword puzzle. Can you do it more quickly than your partner?"

Know where to locate various kinds of maps in texts and library

SKILLS

ACTIVITIES

MATERIALS - REFERENCE - EQUIPMENT

LATITUDE AND LONGITUDE

Key

Across

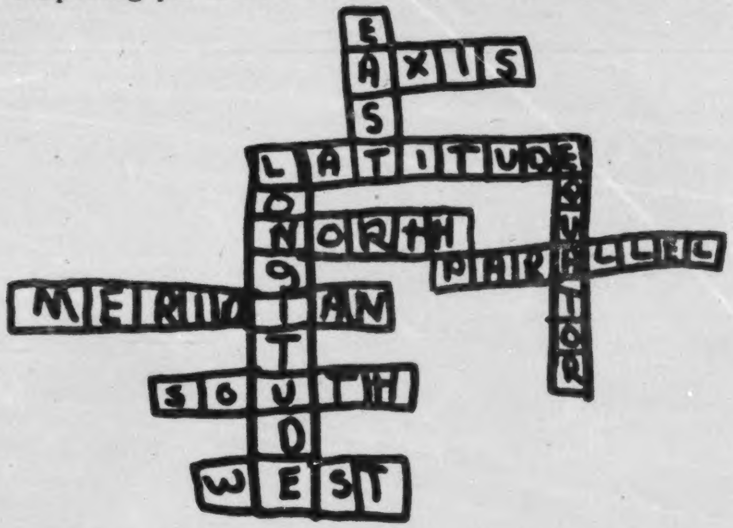
1. The earth rotates on its ________________
2. Measures distance north or south of the equator
3. We live in the ____________ latitudes
4. Line of latitude
5. Line of longitude
6. The ____________ pole is located on land
7. We live in the ____________ longitudes

Down

2. Measures distance east or west of the reference point
8. Toward the rising sun
9. The 0 parallel

Adaptations: This puzzle could be used as an open-book exercise at the beginning of a lesson on latitude and longitude.

Cautions: The competing partners should have nearly equal ability.



Use outline maps for places, rivers lakes, etc.

Use maps in discussing current events

Draw maps

Children make own games on map reading

Several sets of partners

Duplicated sheets as shown in directions

SKILLS	ACTIVITIES	MATERIALS - REFERENCE - EQUIPMENT
b. Encyclopedias	Stress use of encyclopedia for finding more material on various subjects. Be sure that the pupils understand the use of cross references, index, study guides, and outlines. Find specific questions by locating correct topic headlings and skimming to find material needed.	
Headings	Using a General Encyclopedia Alphabetical order. All encyclopedias are arranged in alphabetical order according to the main subject of each article. The spines of the different volumes often indicate the letters that each covers. Index. There may be an index in each volume, or the whole index may be in the last volume. In any case, it is in alphabetical order and it lists all the references both to important and to minor topics. Subtopics. A long article is often divided into subtopics, so that, for example, you do not need to read a whole article on Ohio to learn about its agriculture. Bibliographies. At the end of an article , you will often find a list of other books on the subject (a bibliography). Cross references. Under some subjects you may find just a direction telling you to look under another subject for the information you want. And at the end of some articles you may find a direction telling you what other article to see for more information. These are cross references.	Be sure that the class knows what encyclopedias are in the library, other reference books that provide the same type information. Mimeographed copies Encyclopedias

Read ONLY the boldface sideheads in the section from an encyclopedia, at the bottom of this page. They give you an idea of each paragraph's content. Then read each question below, and in the first blank write the sidehead where you think you will find the answer.

Now read the entire section carefully. If you indicated the correct sidehead, write YES in the second blank after each question. If not, cross out your sidehead and write the correct one in the second blank.

1. What is the meaning of the phrase "March 2"?
Mach number ______ yes
2. What fuel can be burned by a jet engine?
Fuel ______ yes
3. What is the range of speed of big jets?
Speed ______ yes
4. What is the name given to the way a jet engine sends a plane forward?
Engines ______ yes
5. What is the speed of sound?
Speed ______ yes
6. What is the highest some jets have flown?
Height flown ______ yes
7. Why may air be mixed with the fuel?
Fuel ______ yes

JET PLANES

ENGINES. Jet planes are so called because of the way their engines produce power to jet or "throw" the planes forward. This principle of propelling a plan is called jet propulsion. Inside the engine fuel is burned, gases are formed, and pressure is built up. Then the hot gases are shot out from the tail pipe. As this jet exhaust shoots backward, the reaction to it drives the plan forward.

SKILLS | ACTIVITIES | MATERIALS - REFERENCE - EQUIPMENT

JET PLANES (con)

FUEL. Engine pressure is built up rapidly burning a fuel, often kerosene, that gives off hot gases. Sometimes compressed air may be mixed with the fuel to create greatly expanded hot gases. A big jet plane may use as much as three tons of air a minute!

HEIGHT FLOWN. Jet planes have gone much higher above the ground than piston planes. The big jet air liners travel at a height of five miles or more. In the 1960's several jet planes have flown to heights of well over twenty miles.

SPEED. Big jet air liners are built to fly from 600 to 650 miles per hour. Many jets have broken the sound barrier. Breaking the sound barrier means going faster than sound travels. Roughly, the speed of sound through the air is 760 miles per hour at sea level.

MACH NUMBER. We tell about the speed of a plane that travels faster than sound by giving it a "Mach" number. If a plane has a speed of Mach 2, it can go twice as fast as sound.

c. Typographical aids

With help from librarian see that students are familiar with aids to be found in library.

1. Locating Information

It is useful to know where different kinds of information can be found. For example, the best place to look for facts about the size of the United States is in an atlas (a book of maps). There are other sources where information of all kinds can be found. Select the best source of information for each problem below, and underline the correct answer. The first one is done.

Newspapers, magazines, biographies, books about states, countries, famous people may be added to this list.

Where would you look to find:

1. which syllable is accented in a word?

atlas encyclopedia book review dictionary

filmstrips- found in the library on the use of the library.

SKILLS ACTIVITIES MATERIALS - REFERENCE - EQUIPMENT

c. Typographical aids
(con)

2. information about the thirteen American Colonies?
atlas encyclopedia timetable dictionary

3, the correct spelling of a word?
card catalogue dictionary book review arlas

4. a map of Brazil?
telephone directory atlas timetable dictionary

5. the time an airplane will arrive at the airport?
encyclopedia timetable telephone directory atlas

6. the title and author of a book about pets?
encyclopedia card catalogue atlas telephone directory

7. the name of the inventor of the sewing machine and the date of the invention?
atlas dictionary encyclopedia book review

8. the name and address of a doctor near your home?
dictionary telephone directory atlas book review

9. the title, author, publisher, and price of a new book?
book review encyclopedia atlas dictionary

10. the name of the largest city in the United States?
card catalogue dictionary atlas timetable

11. how to pronounce a word?
atlas timetable dictionary book review

2. LOCATING FACTS

Procedure: The teacher may ask the pupils what happened in the United Nations today. Children race to find the answer in their newspaper. The one who finds the first correct answer scores one point. Any section of the paper may be used--weather, radio, television, sports, etc. Other mediums that may be used are weekly readers, texts, reference, telephone directories, and the dictionary.

Variation: Information may be located in Table of Contents, Indexes, and Bibliography.

Newspapers, weekly readers, texts, dictionary, references, and any number of players

SKILLS

2. Library skills

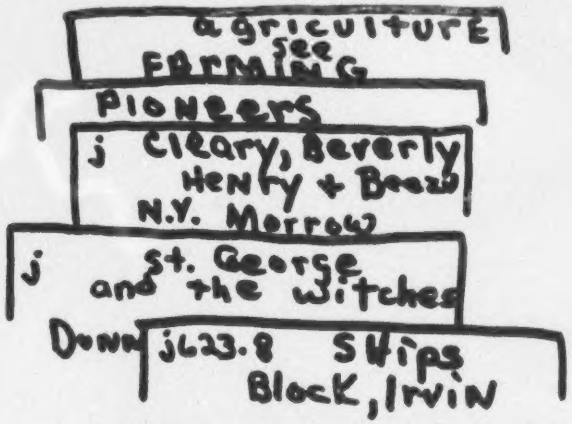
a. Card catalog

ACTIVITIES

During library period explain importance of and use of card catalog. Note cards listing authors first, titles first, numbers of books, cross references.

Then work with small groups having them find titles, authors, location of books by using catalog. Continue until all are familiar with its use.

1.


agriculture
see
Farming
Pioneers
j Cleary, Beverly
Henry + Beez
N.Y. Morrow
j St. George
and the Witches
Down
j623.8 Ships
Block, Irvin

2. Be ready to discuss the card catalog and to tell where you would find the following types of cards:
1. Miss Pickerell Goes to Mars; 2. Walter D. Edmonds;
3. AGRICULTURE; 4. Paul A. Witty; 5. ICELAND.

MATERIALS - REFERENCE - EQUIPMENT

If you have a room library make cards for books using 3"-5" cards. File and have room librarians use in checking out books. Names of children checking out books can be written on back and lined through when book is returned.

File cards alphabetically in metal box.

filmstrips in library

SKILLS ACTIVITIES MATERIALS - REFERENCE - EQUIPMENT

b. Classifications

Give each child a copy of your school library classification. Discuss its value.

Using overhead projector, show how decimals are used in numbering.

Decide why it would be helpful to know this system by memory now and for later use in school and as an adult. Correlate with use of card catalog.

TEN MAIN CLASSES

000 - 099 GENERAL WORKS, books with many subjects in one book such as encyclopedias.
100 - 199 PHILOSOPHY, books on how to study, to think, how to behave and why.
200 - 299 RELIGION, The Bible, religion of all times, myths,
300 - 399 SOCIAL SCIENCE, books about education, government ships, trains, holidays fairy tales.
400 - 499 LANUGAGES, books such as dictionaries, grammars, spelling books.
500 - 599 SCIENCE, books on Arithmetic, Chemistry, nature study, animals stars birds.
600 - 699 APPLIED SCIENCE, books about inventions, cooking, clothing, food, shelter, safety, shop, how to make things
700 - 799 ARTS, RECREATION, such as drawing, painting, sculpture, music, games, sports, amusements
800 - 899 LITERATURE, such as poems and plays
900 - 999 HISTORY, books on travel, geography, biography, history of different countries.

Observe your library, bookmobils, and city library classifications.

Call on those who are interested to give Dewey system by memory.

SKILLS

c. Choosing and Care of books

ACTIVITIES

Listed below are suggestions to help you to select the right book for yourself. Read the suggestions silently. Then, be ready to discuss them.

1. Select an interesting book on a favorite subject.
2. Look at the title page. Have you ever read a book by this author, or is he or she a new author to you?
3. Does the book have illustrations? Have you seen illustrations by this person before?
4. Look at the publication date? It is important in a science, history, or geography book.
5. Examine the table of contents. Do the chapter titles make you want to read the book?
6. Read about one hundred words of the first few pages. Write on a piece of paper any word you do not know. (Do not write proper nouns)
7. Look at the words you wrote. If you wrote more than five words, the book is probably too difficult.
8. Read a few pages in the middle of the book. Does the book interest you?

The above suggestions make it easier and more enjoyable to select and to read a book.

Handle with clean hands. Use a book mark or scrap of paper to show how far you have read. Do not turn corners of pages down. Do not mark, write or draw on books. Never turn book up-side-down on the desk. This damages glue in binding causing pages to become loose.

MATERIALS - REFERENCE - EQUIPMENT

Give each child a copy of these suggestions.

Discuss

Show the correct way of opening a new book. Use when getting new texts.

Librarian should know how this is done if help is needed.

SKILLS	ACTIVITIES	MATERIALS - REFERENCE - EQUIPMENT
3. Periodicals or Sources of information	The cover of a book is intended chiefly to protect the book. Its color , title and illustrations on it may make it more attraction and give an idea of subject matter. The backbone, or spine, helps to spot the book on the shelves.because it usually has on it the author, title and call number.	When you use a book, you should know its parts and purpose.
	1. The title page, near the front of a book, gives the title of the book, the author's name, the place of publication, and the name of the publisher. The copyright and publication dates are usually found on the page following the title page. The title page may also give the name of the illustrator, that is, the artist who did the drawings or paintings. Sometimes the date of publication is at the foot of the page. 2. The table of contents usually follows the copyright page. The table of contents lists the names and page numbers of the stories, units, or chapters of the book in the order of their appearance. The introduction tells about the subject of a book. 3. The appendix . An appendix usually contains tables or factual materials that support what the author says in the body of the book. For instance, documents such as the Constitution of the United States appear in the appendix of many history books. 4. The bibliography. A bibliography is a list of other books related to the subject of the book. Such a list is especially helpful if you want to do more reading on the same subject. Sometimes the author tells very briefly what is in each book in the list, or gives his opinion of each book.	Notice and discuss the parts of each text as you begin the study of it.

SKILLS

ACTIVITIES

MATERIALS - REFERENCE - EQUIPMENT

3. Periodicals or Sources of information (con)

5. The glossary. A glossary defines the meaning of special words used in the book. It is not the same as a dictionary, however. A dictionary attempts to give the various meanings that a word may have. A glossary gives just the meaning that it has in this book. Quite often, particularly in schoolbooks, the glossary includes pronunciations.
6. The index. A good index lists all the things, events, and people of any importance mentioned in the book, and tells the pages on which they are mentioned. Since all indexes are in alphabetical order, the quickest way to locate information on special topics is to consult the index. Most indexes in books use the same system that the library does in regard to alphabetizing abbreviations, numbers, names beginning with Mc, and book titles beginning with A, An, or The.
7. The copyright page. This page, which is on the back of the title page, gives the name of the company or person who owns the legal rights to the material in the book, and the date when these right began. The dates of later printings may also be given. If you are in search of recent information, be sure to check the dates on this page.

In regular work use index and glossary often in order to help pupils form a habit of using them

In stories in reading try to decide why the author wrote the story, the message he is trying to convey.

Generally speaking, a good reader is a good thinker. Are you a good reader?

To learn how to read, you learn how to think -- especially about the writer's purpose, feeling toward you, and feeling toward what he is writing about. To learn how to do this type of thinking, ask yourself these questions:

SKILLS		ACTIVITIES	MATERIALS - REFERENCE - EQUIPMENT
	3. Periedicals er Seurces ef information (con)	1. Why did the auther \'eth-r\ pick eut the persen, place, er event te write abeut? Is he trying te "sell" me an idea er semething else? Or, dees he want me te withheld a decisien until I have mere facts? Dees he want me te understand an impertant need? 2. Hew did the auther feel abeut what he was writing? Is he a here wershiper? Is he fer er against the idea? Or, hew dees he feel abeut an impertant event? 3. What dees the auther want me te de? Relax te enjey a geed yarn? Give serieus theught te an impertant idea? Take seme actien?	
	4. Reseurce Materials a. Newspaper articles, editerials, cemics carteens b. Magazines c. Pamplets d. Charts	Nete parts that are similiar te part ef a beek such as title, auther, auther's message and its purpese, date, and lecatien. Packets er felders ef materials en varieus subjects are prepared by librarian. Picture ef interest are en file as well as prints ef fameus painting. Girls and beys can make their ewn an subjects that they are interested in by gathering articles frem papers and magzines, by writing cempanies, Chambers ef Cemmerce, tearist's centers, travel agencies, facteries fer free materials. Find seme charts in library . Pupils like te make them. Have children erganize infermatien they have gained frem reading abeut early and medern inventiens, fameus peeple, and the like, in chart ferm--individual charts er greup charts--and add te the charts ever a peried ef time. Frequent reference te a chart ef their ewn making will de much te help children net enly erganize but remember the infermatien they are gaining.	A sharing peried twice a week en these may lead te mere interest in current events and magazines articles. Material - large envalepes er felders. Paper frem rell in building Heavy cardbeard, frame er easel.

SKILLS

F. Rate of reading

1. Different rate for different purposes

ACTIVITIES

Suggestions for Improving Speed of Reading

In connection with the improvement of reading skills, a word should be said about speed of reading. This manual encourages the development of appropriate speeds for the materials read and the purposes for which they are read. It recognizes that the rate of reading varies with individuals, with materials and with purposes. While a direct attack on speed as a conscious goal may sometimes be a remedial practice, it is used only rarely in a balanced reading program.

Speed of reading is promoted in the Sixth Reader by the following means:

1. The stories are highly interesting, encouraging rapid reading to discover the plot.
2. The silent reading is motivated so that the children are encouraged to read efficiently with a goal in mind; and the purposes are different for each story so that the children learn to read efficiently for many purposes.
3. Oral reading is preceded by silent reading, so that the children's first experience with a story is not slowed by attack on new words.
4. A skimming exercise is provided in many lessons in the rereading activities.
5. Full comprehension, the basis for speed, is emphasized throughout every lesson.
6. The careful development of word meanings and word analysis builds a solid foundation for reading efficiency.
7. The enrichment activities give practice in reading and interpreting, again for a definite purpose, so that greater fluency results.
8. The helps for the individual child suggest occasional exercises to improve reading speed for the pupil who fails to profit by the program which suits the vast majority of children.

MATERIALS - REFERENCE - EQUIPMENT

Copies of material with questions may be used.

Parts of a story in reading text may be used followed by questions prepared by teacher

SKILLS

F. Rate of reading

1. Different rate for different purposes

ACTIVITIES

READING AT DIFFERENT RATES

Reading different kinds of materials involves reading for different purposes and reading at different rates. For instance, the purpose for reading a history assignment differs from the purpose for reading a fanciful story. Accordingly, the child normally reads a history assignment much more slowly than he reads a fanciful story, which he reads merely for pleasure.

During the intermediate grades, children need to learn to read at flexible rates. They need to learn to adjust their rates of reading to the purposes for which they read.

In general, children should learn to read as rapidly as possible commensurate with effective comprehension of contents. Speed tests in reading always should be accompanied by comprehension tests over the same content.

Some children naturally read more rapidly than others. Many slow readers lack adequate word-attack methods-they stumble along because they can't identify words. Others lack the ability to read words in meaningful groups.

1. HOW FAST DO YOU READ?

Read the following story as quickly as you can. Then answer the questions below it. Write the time you begin and the time you finish. Figure out how many words you read each minute.

Time of start: __________ Time of finish: ________

MATERIALS - REFERENCE - EQUIPMENT

SKILLS — ACTIVITIES — MATERIALS - REFERENCE - EQUIPMENT

F. Rate of reading

1. Different rate for different purposes

1. HOW FAST DO YOU READ?

One evening after the supper dishes had been stacked neatly in the cupboard, Teddy's mother asked him to walk out to the barn with her to look at Alice's new kittens. Father was busy with his paper, and he didn't even look up as they went out. As soon as they stepped out on the porch of the big ranch house, they saw a curious red light in the sky. The sight of this glow filled them with panic, for it meant a forest fire.

Teddy hurried in to tell his father, while Mother rushed for the telephone to call the lookout tower. The man in charge told her there was a strong wind from the north, and he would send some volunteer fighters up there right away.

Father hurried to the barn to saddle his horse, and at the same time called to Teddy something about the cattle in the south pasture. He knew what Father meant. Teddy saddled his horse and rode to the pasture as fast as he could; for if the wind was strong, the fire would spread. Then the frightened cattle would run into the deep valley where they would be trapped. Teddy got there in time and brought the cattle down across the river into the home pasture. The next morning, after the fire was out, Teddy's father told him that the fire had caught in the tree tops and did not stop until it reached the deep valley. He told Teddy that all the cattle would have died if they had not been led away from the valley. Teddy had saved the day.

Number of words each minute______________

1. What were Teddy and his mother going to see in the barn? new kittens
2. What did the "light" in the sky mean? a forest fire
3. Mother hurried to the telephone. Whom did she call? the man in the lookout tower
4. Where did Teddy take the cattle? into the home pasture
5. Why had Teddy "saved the day"? he saved the cattle

SKILLS	ACTIVITIES	MATERIALS - REFERENCE - EQUIPMENT
2. Comprehension at a high level	SKIMMING THE NEWS	
	Purpose: To provide opportunity for skimming a newspaper to locate answers to questions	
	Directions: Give each child a copy of the same page of the paper with its variety of stories and headings. The pupils are instructed to get as many different ideas as they can by glancing over the whole page in one or two minutes. As soon as time is up, the paper is folded and the pupils list orally or in writingthe number of different ideas obtained.	Several copies of newspaper
	Adaptations: (1) A selected article may be assigned and specific questions asked. (2) This would be a good time to make children aware of the fact that newspapers often try to get the 4 w's (who, when, where,what) in the first sentence and that the remainder of the article gives more details. It can be pointed out that news items are written that way for easy skimming.	A number of sheets of paper, each containing a question and its answer; a number of sheets of paper each containing directions for some activity related to the areas of Social Studies, Reading or Science.
	Cautions: In instroducing the game, several minutes should be allowed for skimming and reading. As children become more skillful the time may be shortened.	

SKILLS

2. Comprehension at a high level (continued)

ACTIVITIES

TRUTH OR CONSEQUENCES

Purpose: To emphasize the major points gained from reading.

Directions: The teacher and children construct the questions for "Truth," checking appropriate reference to find the correct answers as related to the work they are doing in their reading, science or social studies. They then decide on a number of activities for "Consequences" related to their school work. The teacher selects a pupil for "quizmaster" who chooses a contestant. The contestant must answer one of the questions asked by the quizmaster. If he cannot, he draws one of the sheets of paper containing directions for his "consequence" and does as it directs.

Adaptations: (1) The class could be divided into two or more teams and the team answering the most questions would be the winner.

(2) The teacher could act as the quizmaster and construct the questions to be asked and the "consequences" to be paid.

Cautions: (1) Help the children to formulate appropriate questions.

(2) Choose activities for "consequence" that are directly related to specific curriculum areas. Many appropriate opportunities for dramatics will be found.

MATERIALS - REFERENCE - EQUIPMENT

Small group or class

Copies of these for each child

SKILLS

IV. Oral Reading

A. Choral Reading and Poetry

1. Pronunciation

ACTIVITIES

Almost any poem or reading can be used to stress pronunciation--even commercials---"Peter piper picked a peck of Paramount pickles."
If by chance materials are scarce, here is one by Mary M. Green.

" Aeroplane "

1st group: There's a humming in the sky
There's a shining in the sky.
2nd group: Silver wings are flashing by
Silver wings are flashing by.
ALL: Aerolpane
Aeroplane
Flying high.
1st group: Silver wings are shining
As it goes gliding by.
2nd group: First it zooms
And it booms
Then it buzzes in the sky
Then its song is just a drumming.
ALL: A soft little humming
Strumming
Strumming.
1st group: The wings are very little things
The silver shine is gone.
2nd group: Just a little black speck
Away down the sky.
ALL: With a soft little humming
And a far away humming
Aeroplane
Aeroplane (softly)
Good by.

MATERIALS - REFERENCE - EQUIPMENT

"Aeroplane" by Mary M. Green

Also pictures of airplanes and maybe recording of their sounds.

Have enough dittoed copies for everyone. If several can't read, don't exclude them; they can listen and pick up their part.

OTHER HELPS:

1. Have child bring in poetry and read it orally to all. Discussion follows on emphasis on key words.

2. Have children write poetry and read it orally. Class discussion follows.

3. Some poetry in the basal----pages 38,142, 166-168, 309, 224, 303, 328-329, etc.

SKILLS	ACTIVITIES	MATERIALS - REFERENCE - EQUIPMENT

IV. Oral Reading (con)

SOUND IN POETRY

Procedure: Ask pupils to read the stanzas aloud before answering questions. Perhaps you will want to read the entire poem to the class to illustrate how the rhythm is influenced by letter combinations and sound.

Here are the first two stanzas of the "Highwayman" by Alfred Noyes. Notice how theauthor has used sounds to control how quickly or slowly we read the poem.

The wind was a torrent of darkness among the gusty trees,
The moon was a ghostly galleon tossed upon cloudy seas,
The road was a ribbon of moonlight over the purple moor,
And the highwayman came riding--Riding-- riding--
The highwayman came riding, up to the old inn-door.

He'd a French cocked-hat on his forehead, a bunch of
lace at his chin,
A coat of claret velvet, and breeches of brown doe-skin;
They fitted with never a wrinkle: his boots were up to the thigh!
And he rode with a jeweled twinkle, His pistol butts a-twinkle,
His rapier hilt a-twinkle,under the jeweled sky.

Which stanza did you read slowly? ________ Write some of the words that seem to have long sounds. ______________________________

Why did the other stanza seem to make you read faster?______________

Long or open vowels and soft consonants, like l, m, n, or o, combine to make sounds that are pronounced slowly. Short vowels and hard or breathy consonants, like g, j, or h,give short, crisp sounds.

On the lines before each sentence , put L if its sounds are long and S if its sounds are short.

______ 1. Rolling,thou deep and dark blue ocean, roll.
______ 2. A goat named Jenny kicked the car door in.
______ 3. Gone is the moan and the groan of deep pain.
______ 4. He came with a crash and a clash and a clatter.

SKILLS	ACTIVITIES	MATERIALS - REFERENCE - EQUIPMENT
IV. Oral Reading 2. Phrasing	The Sea-Gull Hark to the whimper of the sea-gull; He weeps because he's not an ea-gull. Suppose you were, you silly sea-gull, Could you explain it to your she-gull? The Octopus Tell me, O Octopus, I begs, Is those things arms, or is they legs? I marvel at thee, Octopus; If I were thou, I'd call me Us. POEMS: from Caluacade New Basic Reader - Scott	Here again, any poem may be used. Oral reading and discussion can bring to mind why particular words and ideas were used. For example-- in The Sea-Gull, why is such a small bird as a sea-gull compared to the eagle? Pictures can be shown of both and outside research done by the children, if time permits. Similar procedure follows for"The Octopus." Noting the choice of the word legs and arms.
3. Rhymes	Song of the Open Road I think that I shall never see A billboard lovely as a tree. Indeed, unless the billboards fall I'll never see a tree at all.	Any poem maybe used for the study. The children will like noticing rhyme patterns and marking them. Begin with obvious ones and advance to harder poems. Ask the class if any words rhyme and where they are located -- line and position on line. For example -- "Song of the Open Road" has see and tree, fall and all. Thus a rhyme scheme of AA BB.

SKILLS ACTIVITIES MATERIALS - REFERENCE - EQUIPMENT

3. Rhymes

"Little Echo"

ALL: Little Echo is an elf
Who plays at hide and seek.
You never, never find him.
But you can hear him speak:
LOW: Hello HIGH: Hello
LOW: Hello HIGH: Hello
LOW: I'm here HIGH: I'm here
LOW: Come near HIGH: Come near

To show that choral reading and poems do not always need alot of rhyming words here is an example with only the second and fourth lines rhyming in the top section. The bottom section has the third and fourth lines rhyming.

4. Interpretation

An important impressional skill to develop is the ability to interpret the wrier's meaning from stories, reports, and poems. Read the following poem by A.A. Milne carefully: PROCEDURE: Explain that reading is done for different purposes. Stress that in this exercise the pupil is reading for the main idea and supporting details.

WAITING AT THE WINDOW

These are my drops of rain
Waiting on the window-pane.
I am waiting here to see
Which the winning one will be.
Both of them have different names.
One is John and one is James.
All the best and all the worst
Comes from which of them is first
James has just begun to ooze.
He's the one I want to lose.
John is waiting to begin.
He's the one I want to win.
James is going slowly on.
Something sort of sticks to John.
John is moving off at last.
James is going pretty fast.
John is rushing down the pane.
James is going slow again.
James has met a sort of smear.
John is getting very near.
Is he going fast enough?
(James has found a piece of fluff.)
John has hurried quickly by.
(James was talking to a fly.)
John is there, and John has won!
Look! I told you! Here's the sun!

SKILLS	ACTIVITIES	MATERIALS - REFERENCE - EQUIPMENT

4. Interpretation (con)

Linguistic Concept: ability to pronounce words is useless if one is unable to associate meaning with the words.

On the lines below, write a paragraph explaining what the subject of the poem is. Include the answers to the following questions in your paragraph: ANSWERS WILL VERY.

1. Why is the writer of the poem at the window?
2. What are the names of the raindrops?
3. For which raindrop is the writer of the poem cheering?
4. What things happen to the raindrops during the race?

The writer of the poem is at the window watching two drops of rain run down the glass. He named the drops James and John and pretended that they are having a race. Because he wants John to win, the writer is disappointed when John gets a slow start because something is stuck to him. However James gets slowed down by a snail, a piece of fluff and a fly, and John hurries past him to win the race.

1. Then As Now: by Walter De La Mare

Then as Now; and Now as Then,
Spins on this World of Men.
White--Black--Yellow--Red:
They wake, work, eat, play, go to bed.
Black--Yellow--Red--White:
They talk, laugh, weep, dance, morn to night.
Yellow--Red--White--Black:

SKILLS

4. Interpretation
(con)

ACTIVITIES

Sun shines, moon rides, clouds come back.
Red—White—Black—Yellow:
Count your hardest, who could tell o'
The myriads that have come and gone,
Stayed their stay this earth upon,
And vanished then, their labour done?
Sands of the wilderness, stars in heaven,
Solomon could not sum them even:
Then as Now; Now as Then,
Still spins on this World of men.

For the Accelerated

2\.

1. Read a book of poetry by one author, as Frost's You Come Too. Then write a letter to the poet in appreciation of the book. Tell some parts which you especially like. Proofread your letter with special care.

2. Write a poem, preferably in free verse, on a subject of your own choosing. If you cannot think of one, try "This Would Be adventure To Me."

3. Make a book of your favorite poems. Index it and have a table of contents for quick reference.

4. Read Ogden Nash's The Moon is Shining Bright as Day. Then make a critical evaluation as to what technique or techniques the author uses in his writing.

MATERIALS - REFERENCE - EQUIPMENT

Interpration is important with any material. Have the poem read silently and then out loud. Point out key ideas and try to have all feeling as the writer felt.
In "Then As Now", talk about why the earth is spinning as it did then. Discuss--white--black--yellow--red and why their order changed. Also point out that men the world over do the same things.

SKILLS — ACTIVITIES — MATERIALS - REFERENCE - EQUIPMENT

4. Interpretation (con)

For The Less Mature

(a) Make two columns on a piece of paper, using these captions: "The Voiced Th." The Unvoiced Th. In each column, list any Star Word containing the designated sound.
(b) List in each column other words that have the designated sound.

3. **There Isn't Time**

There isn't time, there isn't time
To do the things I want to do,
With all the mountain-tops to climb,
And all the woods to wander through,
And all the seas to sail upon,
And everywhere there is to go,
And all the people, every one
Who lives upon the earth, to know.
There's only time, there's only time
To know a few, and do a few,
And then sit down and make a rhyme
About the rest I want to do.

In "There isn't Time", discuss why there isn't time for everything one wants to do. Perhaps you could begin by asking if everyone knows everyone in their room, Then ask in the school. Gradually build up to the state level and then to the nation and they will understand how emense our world and its inhabitants are.

B. Listening Appreciation

Any oral reading requires proper respect for the reader. Reading should involve everyone and be moving rapidly enough to involve even the non-reader's interest.

SKILLS

B. Listening Appreciation (con)

ACTIVITIES

Some possible suggestions to perk up listening skills while developing skills of speaking before peers, oral reading, interpretation and pronunciation are as follows:

1. Show-and-tell
2. Games such as "Gossip"
3. Mock telephone conversation
   - Stressing good rules for calls
4. Discussions, as in planning various programs
5. Reports, as in Science following an observation.
6. Story telling and dramatization in order to share
7. Poetry and Choral speaking, with discussion following.
8. Sharing of favorite stories orally
9. Listening to music
10. Practicing introductions, always observing proper rules
11. Programs and assemblies, with stress on courteous attention
12. Using the radio in school. Also reporting home listening
13. Mock broadcasting by students, with their emphasis on audience consciousness
14. Creative listening, for imaginary sensory experiences
15. Listening to nature
16. Listening to sound films

MATERIALS - REFERENCE - EQUIPMENT

1. Records
2. Walks noticing sounds
3. Films
4. Closing our eyes and taking turns demonstrating everyday school sounds-closing books, rattling paper, tearing paper, etc.--and guessing what they are.
5. Tape recording of home, country and city sounds--water in the tub, fire siren, car horn, cows, etc.-children indentify each one.
6. The supply of materials is endless. Always consider the interest of your class individually and listening will be successful.

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